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Support for Beginning Teachers

RENEWAL FOR ALL

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Support for Beginning Teachers: Renewal for All

Guest Editors: ARDRA COLE AND NANCY WATSON

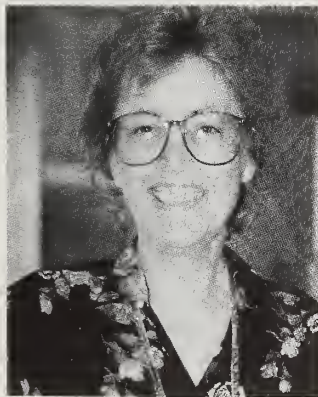
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Support for Beginning Teachers

OPPORTUNITIES FOR CAREER-LONG GROWTH



Ardra Cole is Assistant Professor at the OISE Midwestern Centre.



Nancy Watson is the Co-ordinator of the Learning Consortium.

Ardra Cole and Nancy Watson

Guest Editors

In the early stages of planning this issue, it became clear to us that the range of topics, themes, and perspectives we wished to include was far too ambitious. As guest editors of this issue, what we do here is offer a sampling of key issues and perspectives related to teacher induction and raise a few points for further consideration.

Included are articles which deal broadly with the political context and activity in Ontario; descriptions of various approaches to teacher induction (collaborative efforts between faculties of education and school boards, system-wide programs, and school-based support); some examples of induction programs already in operation; and accounts which illustrate both the need for and the benefits of support programs.

Although we have examined induction programs across Ontario, these programs must not be seen in isolation: like all teacher development issues they must be addressed within the framework of teachers' personal and professional lives. Attention to broader goals of professional growth and school improvement places induction for beginning teachers within a larger organizational context.

The idea that the pre-service year can produce fully functioning, "finished" teachers has been pretty much abandoned. As the knowledge base continues to grow, and pressures on schools increase, we have come to realize that the pre-service program provides merely the foundation for continuing professional growth. With this in mind, boards and faculties are exploring ways to support beginners as they develop their teaching repertoires and their relation-

ships with students and other staff and as they come to reflect critically on their own practice and that of the schools in which they work.

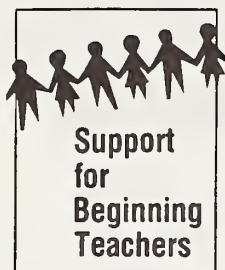
Induction programs for beginning teachers, like any innovative program, are imbedded within the organizational culture of schools and teaching. Recently we have begun to recognize the powerful influence of these workplace conditions on the success or failure of new programs. The burgeoning literature on "collaborative cultures" (e.g., Hargreaves, 1989; Rosenholtz, 1989) stresses the importance of developing shared goals, working together, and the provision of organizational support for collegial ways of operating.

Given, however, the predominant pattern of isolationism in our schools, induction programs could end up being merely grafted onto the system as discrete projects, and as such they are unlikely to succeed. Only when support for beginning teachers becomes a norm in the workplace, one of many examples of teachers working collaboratively to help each other learn, will induction become institutionalized. Only when beginning teachers find themselves drawn naturally into a powerful network of supportive interaction in our schools, will we truly have "renewal for all."

Special thanks to David Hunt for the initial suggestion for this issue.

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Induction Programs in Ontario Schools

A SURVEY OF CURRENT PRACTICES (Preliminary Findings)

Ardra L. Cole

Assistant Professor, Midwestern Centre, OISE

Only a few years ago, the approach to induction in Ontario schools could be characterized as *laissez-faire*. In spite of considerable support for the idea of induction programs, very little by way of formalized support for new teachers was being offered in the province. Recently, however, there has been a surge of interest in the development of programs for new teachers, programs to ease the transition into teaching and to facilitate professional growth.

A better understanding of the nature and extent of induction activities across the province is emerging from an in-progress survey of these current practices. Although this research is as yet incomplete, sufficient information has been gathered to lend at least preliminary insight into current practices in induction programs in Ontario schools.

At the time of this writing, responses received have been from 69 of the 117 school boards contacted. Figure 1 provides an overview of induction activity throughout the province based on the information gathered to date.

Of the 69 respondents, only 11 have neither an orientation program nor an induction program in place. These boards, for the most part, represent the minority who recently have not hired any new teachers. Most school boards offer at least an orienta-

tion program, and are in various stages of planning and/or developing formal programs of assistance and support for new teachers. A growing number of school boards have well-developed induction programs under way.

Programs offered range from orientation to comprehensive and formalized assistance and support over a period of time. In some cases, the programs begin in the pre-service year and continue into the first year of teaching; in most cases, the signing of the contract is the official starting point of an induction program that continues

throughout the first one or two years of teaching.

Using the questions posed in an earlier paper on issues in teacher induction (Cole & McNay, 1988), I will present a brief summary of what is known about induction activity across the province.

Who is involved in induction programs?

The Ministry of Education has expressed its position on teacher induction through the establishment of a provincial advisory committee. As part of a new vision of

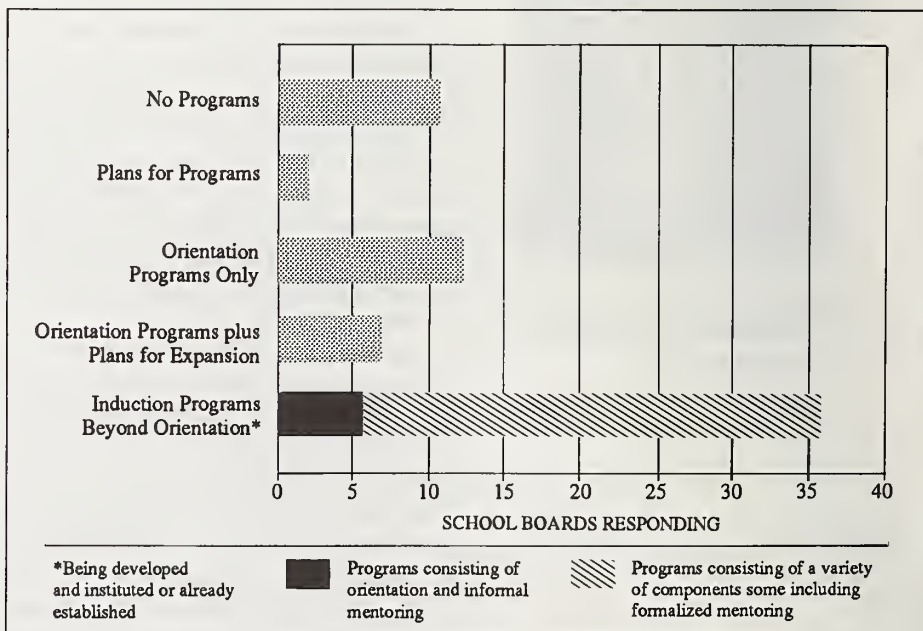


Figure 1 Preliminary Data on Induction Activity in Ontario

teacher education, the Teacher Education Council of Ontario (TECO) is currently considering, among other things, the 1989 recommendation of the Teacher Education Review Steering Committee that induction programs be instituted by September 1, 1995.

At least five faculties of education have assumed some responsibility for teacher induction. They are variously involved with school boards as consultants, workshop leaders, group facilitators, researchers, and spokespersons.

The teachers' federations and affiliates appear to be most directly involved in orientation activities, sponsoring social events, and/or making presentations. In some areas, however, the federation sponsors workshops for new teachers.

For the most part, orientation and induction programs in Ontario are designed, developed, and administered as a school board initiative usually by a team made up of representatives of central office and professional school staff. Rarely is responsibility for orientation and induction left entirely to the school administrator.

Who are induction programs for?

The impetus for induction programs has come mainly from the influx of new teachers into Ontario schools, a trend that is likely to continue well into the 1990s (Smith, 1988). Consequently, induction programs are designed primarily for teachers new to the profession. In some boards, special consideration is being given to teachers new to a school or the board. To a lesser extent, teachers new to a grade level or subject area, or those returning to teaching after a period of absence, receive formal assistance.

One board includes supply teachers in any induction activities, and another has a special program for new French Immersion and FSL teachers. Where experienced teachers and other school staff assume support roles, the benefits they derive from their involvement are usually acknowledged in the program descriptions. In these cases, where the induction program is integrated into the overall professional development plan of the school or board, the induction of new teachers is seen as a professional development opportunity for all involved.

What are the goals of induction programs?

Although the goals of induction programs are not clearly stated in all program descriptions, the spirit of the descriptions indicates a general intention to facilitate the transition to teaching by providing professional assistance and support to new teachers throughout their first year. Articulated goals indicate intentions in some or all of the following areas: orientation to the school, board, community, and profession; psychological support; development and enhancement of personal and professional skills related to teaching; development of personal philosophy and style of teaching; development of skills in self-assessment and habits of reflective practice; coping with the transition to teaching and demands of the job; and retention in the school board and profession.

Who is "delivering the content" of induction programs?

Orientation and induction activities that take place outside the school involve a variety of personnel: federation representatives, school board senior administration and central office staff, trustees, university faculty, school administrators, and teaching professionals.

At the level of the school, the principal or vice-principal usually assumes overall responsibility for the induction of new teachers. Involvement of other staff depends on the nature and spirit of the program. In some schools, all staff (teaching and non-teaching) are involved in some capacity; in most cases, one or more experienced teachers are involved in various forms of mentoring. In one school board, superannuated (retired) teachers act as volunteer mentors. Other beginning teachers with one or two years teaching experience provide important peer support in most programs. In secondary schools, department heads often take an active role in teacher induction.

What is the content of the induction programs?

Space does not permit me to depict the creativity and diversity inherent in the content of many of the induction programs. What follows is a summary account of the

kinds of formalized support being offered new teachers.

Most boards have some form of orientation to welcome new teachers and familiarize them with the structure, services, and functions of the central office, to provide information, and to, as one board put it, "encourage a family atmosphere, to emphasize that no one is alone in the system." Presentations, question/answer sessions, tours, picture taking, receptions, social gatherings, and masses are but a few of the activities planned to welcome new teachers. In most cases, new teachers are provided with orientation materials: information packets, board manuals, kits containing helpful hints and ideas for getting started, and in some cases a certificate of recognition or a lapel pin.

Many system-wide induction programs have names that capture the spirit and philosophy of the program (e.g., Wentworth County's "Growth for Both" program or Lanark-Leeds & Grenville RCSSB's "BEGIN" program—Being Educators: Growth, Independence, Networking). Although most induction programs have unique features, activities generally fall into four main categories: workshop series; summer in-service sessions; communications and support networks; school-based assistance and support.

The school-based program was referred to by one respondent as "the most important aspect of the program." At the level of the school, a variety of activities takes place: orientation; peer coaching; informal mentoring or "buddying"; formalized mentoring whereby experienced teachers assume multiple and clearly defined roles and responsibilities; classroom visitations; peer support groups; and curriculum networks, to name a few.

What commitments are being made?

It seems safe to say that a commitment to improve teacher education in general and the induction of new teachers in particular is pervasive throughout the education community in Ontario. Beginning teachers, support teachers, school and board administrators, the teachers' federations, faculties of education, and the Ministry of Education all have indicated, in their own

continued

INDUCTION PROGRAMS *continued*

ways, a commitment to the concept of teacher induction.

Beyond commitment in principle, certain enabling conditions, mainly related to time and opportunity, are required for the full potential of induction programs to be realized. Fiscal restraint and a province-wide shortage of supply teachers are placing some constraints on this potential. It is, however, encouraging to note that awareness is growing of the need for workload adjustments, appropriate class assignments, and time for planning, reflection, and discussion. Where possible, these needs are being approached in creative ways.

Looking Ahead

Increasing complexities and demands on the teacher in a modern-day classroom have necessitated a better support system and more sophisticated and ongoing professional development activities. The need to assist and support new teachers in their

transition to teaching and to encourage them to stay and flourish in their chosen profession perhaps has never been so obvious.

Even from this cursory glance at teacher induction activity in Ontario, it is apparent that great strides have been taken in this direction. As we move ahead in the 90s, we must maintain our commitment to teacher education, celebrate the progress we have made, and continue to look for helpful and supportive ways of easing beginning teachers' introduction to the profession and for facilitating career-long professional growth.

We need to continue to work towards the development of collaborative work environments where professional growth is valued and supported. There is a need for continued inquiry — to develop a knowledge base concerning beginning teachers that reflects an Ontario perspective; to provide careful documentation and evaluation of induction efforts in the province; and to link induction to other topics such as school culture.

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We are still interested in receiving information about induction activity around Ontario. Please forward materials in any form and at any stage of development to Ms Pat Cathers, OISE Midwestern Centre, Margaret Avenue School, 325 Louisa St., Kitchener, Ontario, N2H 5N1.

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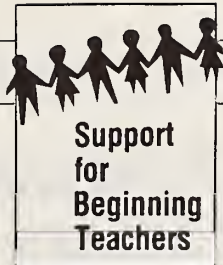
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- noted keynote speakers (Andy Hargreaves, Carol Rolheiser-Bennett)
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- a panel of beginning teachers reflect on their experiences and the support they have received
- other sessions provide a broader perspective on mentoring and induction
- working sessions extend your network and help in planning next steps

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Nipissing Welcomes New Teachers

Paul Moffatt

Superintendent of Education, Nipissing Board of Education

This is the first year that a formal induction program has been offered to teachers new to the Nipissing Board of Education. Still in its early stages of development, the program was initiated because of the rapid changes taking place in the system. Increased hiring, teacher retirements, program expansion, and increased enrolments seemed to be creating a gap in the Board's cohesiveness. This gap could be addressed, we thought, through an in-service program for the induction of new teachers.

Considerable planning and preparation went into the early stages of program development. The process of setting up an induction program is just as important as the program itself. Therefore, before describing the induction program we developed, I will briefly describe the process leading to its development.

The Process

The process included the following steps:

- identification of the need
- collection of data
- development of a draft model
- internal and external feedback/discussion and
- introduction of the revised program plan

Once it was decided that an induction program was to be developed and offered as a way of addressing some of the identified needs in our Board, we set about gathering information to inform our thinking. For a three-month period (January-March 1990), we met with individuals and committees within the Nipissing Board of Education; considered the induction programs of other boards of education (North York, Oxford County, Waterloo County,

Durham); consulted individuals at Nipissing University College and at OISE Midwestern Centre who were doing work in the area of teacher induction; conducted a library search for relevant literature; and read from a variety of staff development journals.

In April, based on the information we had gathered, we developed a draft model for discussion purposes. This proposal was then distributed within the Board to those likely to have responsibilities related to the induction of new teachers to Nipissing. As a result of discussions which took place during May and June in schools, at Board meetings, during principals' meetings, and the like, modifications were made to the model. At this point, we wanted to again consult with sources outside the Board, first to get a sense of the "climate" for induction in the rest of the province and second to determine if we were on the right track. Over the summer, we met again with the university faculty with whom we had earlier spoken and with a management consultant.

Towards the latter part of the summer, we were ready to introduce the program. The model was presented to all school principals in a workshop session. All new

teachers, upon signing their contract, received a copy of the proposed plan. This was followed by a letter of welcome and an invitation to meet the Director of Education and the Chairperson of the Board in late August.

The Model

The induction model we developed is a simple one. The program is spread over two years and is totally voluntary. The first year, which is mainly the responsibility of senior administration, consists of a series of monthly workshops beginning with an August orientation session. The workshops offer a variety of approaches including sessions where teachers new to Nipissing are asked to share their expertise, and sessions where internal/external resource people (e.g., principals, consultants, vice-principals, representatives from the teachers' federation) provide opportunities and assistance to the new teachers.

The responsibility for the second year rests mainly with the school administrator and the teacher, with some involvement of resource support personnel. Activities in the second year are school-based and organized around the development and ongoing review of a professional growth plan. This emphasis on professional growth is intended to encourage ongoing professional development beyond the induction years.

We hope that the two-year induction program which we have developed will provide a forum for new teachers to experience the issues and concerns of those important first few years of teaching in ways that will help them develop as professional leaders in our Board. As we work through the model, we anticipate ongoing modifications. We are confident, however, that by involving the teachers themselves in the ongoing development of the program, the changes will be positive and the program will succeed.



Paul Moffatt, Murray Neil, and Elizabeth Price at a Nipissing Board Induction Workshop



Support
for
Beginning
Teachers

A System-Wide Program for Beginning Teachers

Peter Askey

Superintendent of Schools (Staff Development), Oxford County Board of Education

Increased student enrolments. Expansion of programs. Retirement of veteran staff. Hiring of many inexperienced staff. These are all recent and now familiar experiences in school boards across Ontario, and the Oxford County Board of Education has been no exception.

With the hiring of over 300 new staff in a three-year period (total staff complement is just under 1000 teachers), the successful orientation and induction of new personnel have become important considerations in the Board's operations.

For the past two years, a ten-member Teacher Induction Project (TIP) Committee has been working on the development and implementation of a comprehensive system-wide program for beginning teachers. The committee consists of school administrators, beginning and experienced teachers, a superintendent of schools (staff development), and a faculty member from the OISE Midwestern Field Centre. While the project has many objectives, the major goal has been to ensure a successful first-year experience for beginning teachers and their students.

The Oxford County TIP program has four components, each of which is described below.

ORIENTATION

(all teaching staff new to the Board)

JUNE: half-day orientation program with the Director, superintendents, and resource personnel followed by a half-day visit to the new school

AUGUST: half-day program touring the Learning Resource Centre, curriculum

consultants' learning centre, and the Board's administrative offices

NEWSLETTER

(beginning teachers and principals)

- shares practical tips and ideas of particular interest to beginning teachers and their principals
- provides networking opportunities for new staff
- features articles about new teachers and their successes

MONTHLY PROGRAMS

(beginning teachers and teachers new to a grade or division)

AUGUST: two-day in-service program "How to Survive Day One; Week One; Month One"

SEPTEMBER: two open house evenings, "Ask An Expert," from 4 pm to 9 pm, with dinner provided

OCTOBER: half-day P.D. session, "Reporting to Parents; Conferencing with Parents"

NOVEMBER and JANUARY: half-day visits to the classroom of an experienced teacher who has received training in peer coaching

FEBRUARY: "How to Keep Out of Hot Water!", an after-school program with dinner provided which tries to solve case studies involving liability situations, discipline, and professional ethics

MAY: "Congratulations — You Made It!", an after-school program focussing on long-term professional growth.

SCHOOL-BASED VISITATION PROGRAM

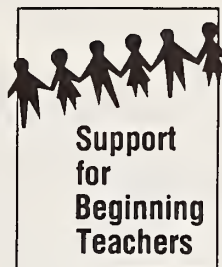
(beginning teachers, experienced teachers, school principal)

- school-based partnerships of beginning and experienced teachers providing opportunities for mutual classroom visitations and feedback.

The Teacher Induction Project has been a team effort supported enthusiastically by the senior administration, consultants, principals, and the teachers. All of us recognize that the successful induction of new teachers is an investment in the future of all staff and students. We have again recognized that while new teachers have much to learn, they also have much to offer the profession. Their energy, enthusiasm, and new approaches bring strength and progress.

We particularly look forward to the development of comprehensive school-based induction programs that will provide new teachers with on-going, on-site assistance and support, and provide professional development opportunities for others in the school. With the co-operation and participation of school administration and staff, "models" of school-based induction programs are currently being developed in four "pilot" schools in Oxford County.





A Policy Perspective on Teacher Induction

Frank Clifford

Executive Director, Teacher Education Council, Ontario

The Mission Statement of the Teacher Education Council, Ontario (TECO) reads (in part):

"To ensure excellence and equity in the teaching and learning process . . . by fostering the concept of teacher education as a continuum . . ."

The Council envisages four distinct phases in a teaching career: admission to a teacher education institution; the pre-service program; the induction period; and ongoing in-service activities. We believe that the induction period should be viewed in the context of a learning continuum because, otherwise, it reduces to a set of orientation activities which are necessary but achievable in a "one-shot" type of program. In our view, the induction period is a time of transition from "student learner" to "teaching professional." It should be structured as a process of growth towards professional maturity and include opportunities for support, for reflection, and for growth.

For TECO, an induction period has four objectives:

- improvement of teaching skills
- orientation to the school and its community
- professional growth for the new teacher
- professional growth for the experienced teacher (reciprocal effect)

TECO believes an induction program should include:

Release time for the activities of the induction period. The activities of the induction period — reflection, discussion, coaching — are time-consuming. Creative use of professional activity days, pre-September days, preparation time, and so on should supplement the use of release time.

Involvement of an experienced professional. A mentor should be a successful teacher with recognized leadership abilities who (preferably) has had experience at more than one grade level. The recognition of his or her contribution should be concrete, visible, and appropriate. Status, title, re-

lease time, and remuneration are requisites.

In addition, definitions of mentoring and descriptions of the role should be in place and should reflect the school or school system in which they are utilized. Programs to develop and extend the experience and skills of those selected to be mentors are also necessary.

Continued involvement of faculty members from teacher education institutions. Involvement of both school and university people working together can lead to productive reflection on the teaching process. The reciprocal effect is highlighted when the expertise of scholarship and research meets practising teachers in the setting of the school system.

Teacher as Life-long Learner

Pre-service	Induction
<i>becoming a teacher</i>	

+

In-service
<i>growing as a teacher</i>

The First Year of Teaching

Before school starts in September, the new teacher often enters an "anticipation phase." Induction programs need to recognize the characteristics of this phase and realistically and systematically expose the challenges of teaching. Because new teachers normally have a fear of the unknown, support mechanisms should be in place to help offset it.

The early weeks of school herald the arrival of the "survival stage." Unexpected

situations and new problems continually confront the beginning teacher, and coping with the day-to-day operational level of teaching tends to dominate. Days go by quickly and there is a feeling of running to survive. Although the new teacher remains enthusiastic, there is some frustration with the orientation to the school and the community. A desire to stop and reflect on things sets in.

The support systems of the induction

continued

POLICY PERSPECTIVE *continued*

program need to be extremely visible and sensitive at this time. The development of personal relationships with other teachers at the school is both comforting and needed.

The "disillusionment phase" sets in before Christmas and continues into January. The enormous amount of time and energy required for teaching is worrisome, and beginning teachers often experience doubts about their chosen career. They may even question their own competence. Classroom management tends to be a major source of stress.

This is not the time for introducing new philosophies or theories, but for discussion, for the exposure of self-doubts, for care and for nurturing. Personal relationships need to be fostered which encourage moments of

reflection and which highlight successes and achievements.

The arrival of spring break heralds the "rejuvenation phase." The routines of the school and the mechanics of the system are understood and accepted. Self-confidence is often on the rise, and newly formed relationships can offer both critical appraisal and an affirmation of one's worth.

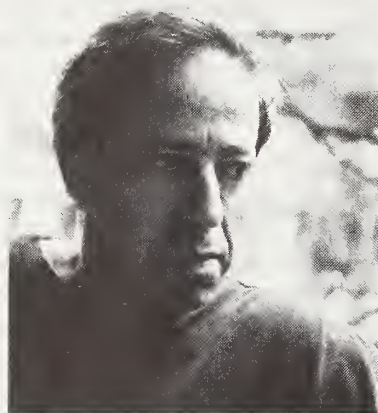
This is the time to focus on programs and teaching strategies, to reflect on teaching practices in order to challenge them.

The final months of the school year bring about an ideal time for a "reflection phase." These are happy times. There are feelings of satisfaction and the end is in sight. Time to look back on the year just passed is important.

In the "reflection phase," philosophical

postures can be reviewed and confirmed, or revised. There is pride in and identification with the school and its community. Operational techniques may need revising or replacement, but there is a knowledge of what is needed and satisfaction from knowing that needs can be met. Also, the relationships so important to the induction period can be reviewed. Experienced teachers who have acted as role models have given time, patience, understanding, and professional commendation.

An induction period is a vital part of the preparation and development of a professional teacher. The contextual placement of such a concept in a meaningful, accepted continuum of programs is one of the goals of the Teacher Education Council of Ontario.



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— Mark Abley, *Montreal Gazette*

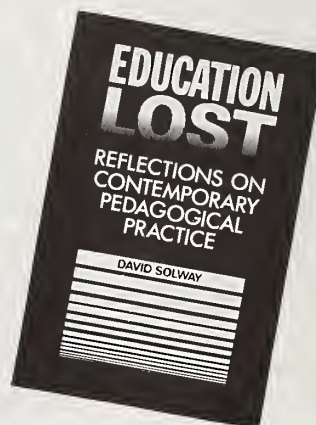
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— H. J. Kirchoff, *Globe and Mail*

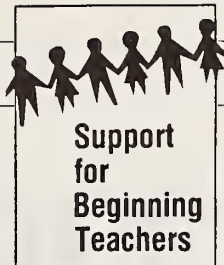


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Assisting New Teachers in Durham

Ted Morrison

Principal, Port Perry High School and
Chair of Durham New Teacher Orientation and Induction Committee

The Durham Board of Education is located just east of Metro Toronto in one of the fastest growing areas in Ontario. The board operates over 100 elementary and secondary schools and offers a full range of programs to over 50,000 day school and 11,000 continuing education students.

In 1988, the senior administration anticipated the need for a large number of new staff to offset the tremendous growth in student population. They established a committee whose task was to develop a program that would ease the transition from "student teacher" to "professional teacher" in the Board. The New Teacher Orientation and Induction Committee consisted of principals, vice-principals, consultants, senior administration staff, new teachers, and representatives from the French Immersion program staff.

During the first year, the committee examined a large number of issues related to teacher orientation and induction. We read extensively what research had to say about effective induction programs. We also examined what other boards were doing in this area. We surveyed the new teachers of 1988 to determine what experiences they wanted in order to ease their transition into teaching. The results of the survey indicated that new teachers in Durham wanted the following:

- assistance with classroom management
- a forum for new staff to network with each other for sharing ideas
- assistance with dealing with parent interviews

- assistance with evaluation and record-keeping
- information about personnel items such as benefits, certification, and pension

The program that we put in place on the basis of this survey is described below.

The Orientation Breakfast

On the last Monday of August, all newly hired staff are invited by the Director to attend the New Teacher Breakfast. Over the last two years, over 700 new staff members have attended.

The program begins with an activity we call "people bingo" which is designed to get the new teachers mixing with each other and with Board officials. The full breakfast follows. Afterwards, words of welcome and encouragement are given by the Chairperson of the Durham Board, the Director of Education, and the Presidents of three teachers' federation affiliates. The new teachers are then whisked off to meetings with their superintendents where they are given the new teacher binder and a "Welcome to Durham" mug. Following these meetings the new teachers are free to browse the store-front booths set up by the various program consultants of the Board and learn what the consultants can do to assist them.

The New Teacher Orientation Binder

The binder contains information about the Board, maps of school locations, and the program services available to teachers. We also include a section on classroom management tips and professional growth opportunities. The Board's performance appraisal procedures and federation information are also included. (We have had many requests from principals and other staff for additional copies of the binder).

The Induction Workshops

A series of five workshops has been designed to meet the pressing needs of teachers in their first year. These workshops are given by the Board's Program and Special Education consultants, and are held after school during the fall term.

The first workshop is a two-night course on classroom management. The first night, entitled "Making Your Classroom Go," focusses on understanding misbehaviour. The second night looks at strategies and tips for managing misbehaviour in the classroom.

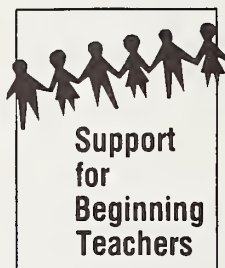
In late October, just before most schools' Parents' Nights, we conduct a workshop entitled "Parent-Teacher Conferencing." This workshop uses role-playing as a central method for teaching teachers the "do's and don't's" of dealing with parents.

In November, before report cards, we have a workshop on evaluation and record keeping. Strategies from observation to formal testing are discussed. Computerized record keeping is also examined in this workshop.

In late November, we present a workshop to help new staff deal with "special" students in their classrooms. Modifying programs, integration, and the IPRC process are discussed.

In January, all new teachers are invited to share one unit they have developed earlier in the year in order to build a bank of units available to all teachers. Also, the networking that begins in previous sessions is extended during this session.

Finally, in May, we bring our new teachers together for the last time to celebrate their successes. We hold a reception for them at which the Chairperson of the Board and the Director congratulate them on their successes and thank them for their hard work during the year.



INDUCTION

NOT AN ALTERNATIVE TO TEACHER EDUCATION

Over the last
25 years or so,
teacher education
in Canada has
become the province
of the universities.

Margaret McNay

Associate Professor, Faculty of Education,
University of Western Ontario

Induction programs in the United States and in-service programs in Great Britain take a variety of forms. In both countries, some of these programs for beginning teachers have become *alternatives* rather than *supports* to existing forms of teacher education. This is a development that deserves examination, for it is one we would wish to avoid in Ontario.

A serious shortage of qualified teachers in inner-city and remote rural areas and a high drop-out rate after the first year of teaching have led in many parts of the United States to widespread emergency certification of untrained college graduates, and the assignment of these and other personnel without professional preparation to classrooms across the country. Induction programs, largely performance based and often serving political ends, have been established in a number of states as a route to certification for these untrained teachers. The Association of Teacher Educators (1989) has condemned this development as "a dangerous practice that should be discontinued":

"No one today would think of putting a person into a job as an engineer, an architect, or an accountant without special training. Yet the practice of hiring people to teach who have no specific preparation for teaching continues to be prevalent. It happens most often when there is a teacher shortage. The excuse then is that class-

rooms cannot be left unstaffed. Children cannot be deprived of a teacher. The question is whether having an unqualified teacher is better than having no teacher at all. Such a question would never arise when the job is designing a bridge or auditing an account" (p. 1).

In Great Britain, repeated reductions in government funding over the last ten years have forced universities to withdraw some programs and find ways to make other programs pay for themselves. Government funds for in-service education of teachers are now provided directly to local education authorities (LEAs, roughly equivalent to our boards of education) who are free to use these funds as they see fit. An emphasis in LEAs on accountability and the sort of training that leads to demonstrable changes in classroom teaching performance has pushed universities towards developing short, narrowly focussed, performance based courses. John Turner (1990), writing about government policy and the study of education in Britain, describes the present situation:

"We have observed... the virtual disappearance of some of the disciplines which are vitally important to the future health of the education service.... Even the extensive and professional study of curriculum areas is now being actively discouraged.... The consequential change of the teacher from a professional into a trades[person], the reverse of the crusade which university departments of education have pursued for many decades, would appear to be inevitable..." (p. 77).

The issue is not that new and different forms of teacher education and certification are not desirable. Indeed, as the ATE (1989) acknowledges, there is no one best way to prepare teachers, and experiments designed to find new and better ways to prepare teachers are to be encouraged. The issue has to do with *standards* in teacher education, and with the erosion of those standards that occurs when induction programs or other alternative programs take the place of more substantial accredited or degree-bearing teacher education programs.

Let us acknowledge up front that teacher education programs as they have existed in the United States and Great Britain, and in Canada, could be better. The popular perception, however, that nothing has changed in teacher education since the days of the normal school or the teachers' college is, quite simply, a *misconception*. Years of experience, substantial research, and countless special projects in teacher education have led to increased knowledge about teaching and a wide variety of approaches to teacher education programs.

Over the last 25 years or so, teacher education in Canada has become the province of the universities. The establishment of faculties of education and of degree-granting programs in teacher education involves a change in how teaching is viewed. Teaching has

"become a major and serious profession, for which extensive preparation is required.... Teaching is not a simple craft based on the mastery of a limited repertoire of skills, but a task of extraordinary complexity requiring extensive and continuous study Teachers, therefore, need not just to be provided with an ability to replicate the teaching methodologies employed by their own schoolteachers, but to develop new ways of teaching, based on a sound understanding of the school situation in all its aspects and the constantly changing needs and structure of society" (Turner, 1990, pp. 73-74).

Unfortunately, in both the United States and Great Britain, many of the alternative routes to teacher certification that have

sprung up in recent years offer little more than hands-on, on-the-job training with a few supporting workshops or courses. These programs are largely school based, and may or may not involve the participation of faculties of education. They rest on the often unstated assumption that all that is needed to make a teacher is enough subject-area knowledge and enough exposure to classrooms, an assumption that vastly oversimplifies what it means to be a teacher. Aspects of some of these alternative programs are undoubtedly helpful to teachers but they are not *sufficient* to a larger conception of professional education. As the *British Journal of Education for Teaching* editorialized in 1983 about a government White Paper on *Teaching Quality*, "there is [unfortunately] absolutely no recognition of the need to develop a rigorous theory-based practically oriented pedagogy" (p. 208).

Much has been written in recent years about the need for "reform" in teacher education (e.g., Fullan & Connelly, 1987). In Ontario, induction programs figure prominently in this discussion, which also calls for collaboration between boards and faculties, for a more school-based teacher education, and for the reconception of teacher education as a "continuum." This call to reform should not be heard as a call to *replace* university based teacher education programs with school based training, but as a call to *modify and extend* teacher education beyond what is presently offered. The creation of induction programs as support programs for beginning teachers, with the attendant assumption that teacher education will continue into (and beyond) the first year of teaching, is an example of how teacher education might be extended. Further, the creation of such support programs would make possible a variety of modifications to the pre-service program. Collaboration between faculties and boards, which as yet happens only in limited ways in Ontario, would make it possible to increase the practical component of teacher education, to offer broader experience and expertise to beginning teachers, and to do this starting in the pre-service year. Real

change in teacher education, and real improvement, might well happen if the strengths, special interests, and expertise of both board personnel and university faculty members were to be fully acknowledged, valued, and utilized, and if "a rigorous theory-based practically oriented pedagogy" were aimed for throughout the continuum of teacher education.

The conditions which led to the recent decline in standards in teacher education in the United States and Great Britain — teacher shortages, university funding cutbacks, devaluation of theory in favour of on-the-job training, the call for accountability — threaten teacher education in Ontario as well. As we seek reform in teacher education, and in particular as we seek a stronger base in the schools and in actual teaching practice, we must not forego the academic foundations of teacher education for technical and performance based training programs. If induction programs and school based teacher education programs are instituted to *take the place* of pre-service teacher education programs rather than *extend and enrich* teacher education, the profession will ultimately pay a heavy price—in loss of standards, status, and professional integrity.

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Pour une formation continue des enseignantes et enseignants francophones en Ontario

Natalie Beausoleil

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Depuis quelques années, la qualité de la formation initiale et en cours du personnel enseignant en Ontario a fait l'objet d'études et de recommandations auprès du Comité ontarien d'enquête sur la formation des enseignants, créé en mars 1985 par le Ministère des Collèges et Universités et le Ministère de l'Éducation. Ainsi, en 1983, l'Association ontarienne des doyens de faculté d'éducation (AODFE) proposait au Conseil des universités de l'Ontario (CUO) que les programmes du baccalauréat en éducation de l'Ontario soient prolongés de une ou deux années d'études supérieures. La Fédération des enseignants de l'Ontario (FEO), les facultés d'éducation et d'autres groupes demandaient par ailleurs, une étude complète sur la formation à l'enseignement.

L'étude des programmes d'enseignements et de documents pertinents, ainsi que les consultations à grande échelle menées en Ontario par le comité d'enquête, mettent l'emphasis non seulement sur la question de la qualité du baccalauréat en éducation mais aussi sur l'importance de la formation continue. L'éducation franco-ontarienne n'est pas exempte de ces considérations. Toutes les instances concernées insistent : la qualité de l'enseignement en français en Ontario doit être assurée, entre autres, par une formation continue du personnel enseignant. Le rapport de Fullan et Connelly de l'IEPO, auquel a participé Monica Heller, chercheure et directrice du CREFO, recommande notamment de rattacher à la formation initiale du baccalauréat des stages d'entrée dans la profession (induction) d'une durée de deux ans, responsabilité formelle des établissements d'enseignements. Les auteurs du rapport proposent que la charge d'enseignement soit réduite pendant la période des stages d'entrée. De plus, les

auteurs proposent «qu'un apprentissage de l'enseignement de deux ans suive la période d'induction et que le brevet d'enseignant ne soit accordé qu'après l'achèvement réussi de l'apprentissage» (88). Ces recommandations s'inscrivent dans un projet de «pratique réflexive supervisée» et «professionnalisme» des enseignants.

Ouvrant en contexte minoritaire, les enseignantes et enseignants des écoles françaises en Ontario font face à des difficultés bien spécifiques. Ils et elles souffrent entre autres d'isolement et sont souvent éloignés des lieux où s'offrent la formation additionnelle. L'étude de Frenette, Courte et Welch démontre qu'«un renouveau dans la formation des enseignants dépendra nécessairement de la capacité des institutions de formation des enseignants à rejoindre ceux-ci». Dans ce contexte, la formation à distance apporte des éléments de solution importants. L'IEPO, par exemple, offre des cours à distance et cours sur place en français dans deux programmes de maîtrise en éducation intitulés «Langue et éducation» et «Société et éducation». L'Université d'Ottawa, elle, offre des programmes de maîtrise et doctorat complets en français sur place. Dans une autre enquête on note que près de 20% du personnel enseignant francophone participe annuellement à des programmes de perfectionnement ou de «qualifications additionnelles» (Bordeleau 1990).

Le rapport Fullan et Connelly souligne cependant qu'il est difficile d'évaluer l'impact de tous les programmes offerts en Ontario et suggère une meilleure coordination des instances concernées et de leurs ressources. Fullan et Connelly notent aussi la nécessité d'un suivi aux activités de formation ponctuelles, telles les ateliers dans les journées pédagogiques. S'inspirant de ce rapport, une équipe conjointe du CRÉFO et du Conseil des écoles de langue française de la communauté urbaine de Toronto (CEFCUT) travaille cette année sur un projet de perfectionnement profes-

sionnel qui s'intitule «Le développement régional et la formation continue : une expérience de recherche-action». L'objectif principal de ce projet est de créer un type de réflexion et de coopération avec les enseignantes et les enseignants dans le domaine des mathématiques et sciences pour l'amélioration des pratiques pédagogiques. Après l'échange sur les différentes stratégies les enseignants mettent à l'essai ces stratégies dans leurs propres salles de classes. Ils et elles partagent ensuite leurs expériences au sein de leurs équipes de travail, formées du personnel enseignant, de conseillers pédagogiques, et de chercheurs.

Finalement, mentionnons la création en 1989 du Conseil ontarien sur la formation du personnel enseignant (COFPE), qui a pour objectif d'étudier et faciliter des changements aux programmes actuels de formation et de perfectionnement à l'enseignement. Le Conseil est situé au 56, rue Wellesley Ouest, Toronto M7A 2B7, téléphone: (416) 324-4878.

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RESERVE FUNDING



67

How Native education is an arena, one where money misses or is missing, for TEACHER INDUCTION

TALES

from the Schools

Contexts of Policy Action

himself as "Mr. Arbre," B. E. A.'s Superintendent. Formalities over, Mr. Arbre said softly, "So you want to teach Natives?"

Answers to Mr. Arbre's question raced through my head. I hoped my desperation was not evident. In truth, I was not necessarily interested in teaching Indians; I just wanted to teach.

With most school boards facing redundancies, this is what I must do if I wanted to teach. For sure, I was not interested in supply teaching. Realizing the interview would be over quickly if I verbalized this thought, I replied, "Yes, I'd like to teach Indians."

Mr. Arbre sat motionless except that his eyes narrowed behind his glasses. He began, now in a unsoft voice, "Mr. Cameron, nowadays, we refer to Indians as Natives, and people like yourself as non-Natives."

I clumsily apologized and, as I awaited his next question, tried to regain my composure. Questions were asked relating to my educational philosophies and my sports background, and I had the feeling my answers to the sports questions were the ones that really counted. It seemed the Reserve's hockey program had fallen into a state of decline. If a coach could be found who could also teach grade 7, this would be very convenient. As the interview closed, Mr. Arbre posed one final question, "Mr. Cameron, what makes you think you can be a successful teacher on a Native Reserve?"

This was the question I was prepared for, even having rehearsed the answer during the flight from home. I confidently

opened, "Teaching is teaching, this is Canada, and it's the 20th century. Just how different can teaching on a Native Reserve be from my experiences as a student teacher? I welcome a challenge." (That last part about challenge was suggested by my Faculty of Education; instructors there said it always worked.)

Smugly, I listened for a reply. Many Natives whispered to each other, some even laughed, but no formal response came. After an uncomfortable wait, Mr. Arbre rose to thank me for coming, said they had a few more candidates to interview, and would be in touch with me.

Some Honeymoon

The B. E. A. called within the week, and "Joe Vente," principal at "Beaver" School, offered me a grade 7 classroom. This puzzled me since I'd assumed the interview had gone badly. Yet without hesitation, I accepted. Joe Vente asked, "Doug, could you be at the Reserve on August 25, for a brief orientation?"

That's when my wife and I arrived, which also happened to be day three of our honeymoon. As we drove through the Reserve I had some explaining to do. What on earth were we doing here? The physical location of the Reserve divided by a wide river, was truly beautiful, but the land on both sides of the highway was strewn with dilapidated bungalows. Most had no siding, and to judge from the number of outhouses, very few had any indoor plumbing. Almost every yard contained a set of used cars.

CIRCLING

On induction as a real learning experience

by DOUGLAS CAMERON

"Mr. Cameron, they will see you now."

I had thought, and partially hoped, the receptionist had forgotten about me. On entering the room, I stopped immediately and glanced around. Sitting at four large tables were at least 30 Indians. I suspected the entire Indian Reserve had come to the city to interview me. Numb with anxiety and fear, I let my eyes scan the room quickly again and find what they had been looking for — a white face. Filled with relief, I sprang over with my hand outstretched to introduce myself. The white man, embarrassed by my behavior and introducing himself as one of the local school principals, pointed at the empty chair situated across from him.

As soon as I was seated, an Indian began to explain that people in the room were board members of the Beaver Education Authority (B. E. A.), the Chief and council members of the Indian Band, school principals, and several of the community's elders. The speaker, six feet tall and slim with a long black braid running down his back, presented



Children, minus shoes and socks, used the road as a playground. This turned the eight miles from the Reserve's gateway to our school into a half-hour trip.

The school was a large grey building with a well-kept playground. I was relieved for it looked very much like I thought a school should look. The only item that seemed out-of-place was the wire on the windows. The school was unlocked, and so we let ourselves in. After we walked around for about five minutes, a short somewhat heavy-set Native appeared. He wore a baseball cap and his shirt was undone to his navel. We introduced ourselves; the man mumbled and kept walking.

At the B. E. A. office, I introduced my wife to Mr. Arbre and he insisted that we call him Daniel. He suggested a hotel for the night and hinted we'd want to avoid certain local restaurants.

When orientation began the next day, 43 teachers assembled. Most were young; 31 were non-Natives. I introduced myself and instantly began to feel more comfortable. Many of us had the same interests. In ten minutes, I'd made several new friends.

As Daniel Arbre entered, the gym grew silent. He slowly walked to the front, trailed by several trustees. "Good Day!" he declared. "I should remind you that the B. E. A. is a locally-controlled school board. This means that the people of this Reserve are in charge of the curriculum. You will teach what we want you to. You are visitors in our land." Although this sounded reasonable to me, the

esting wild rice," or "They're trapping." I suggested that we make name tags. One student, "Thomas," in grade 7 for the fifth year, didn't like this idea and said so. "Go to hell, you stupid ----. Everyone here knows me."

Somehow at my Faculty of Education, they hadn't taught me how to deal with answers like Thomas's. I had to act quickly to salvage my authority. What I did was march him down to the principal's office. After listening carefully as I told of Thomas's offence, Joe tipped his cap back, and said, "Don't do that, Thomas.

... Are you moose-hunting next weekend?" Disappointed by my principal's leniency, I'd learned a valuable lesson, though: I'd have to take care of myself. Once I did that, Joe was very supportive of my teaching and coaching.

By Monday of Week

Four, my confidence was up; I thought I was in for a really great year. I'd learned more about teaching than I had in eight months of training. Then, things changed. John Cooper and two other teachers who had been involved in trying to organize the Teachers' Association were summarily fired. The Band wanted no part of a union and intended to make this very clear. School would be closed on Wednesday, Thursday, and Friday of that week so we teachers could attend a conference. Failure to go would result in dismissal.

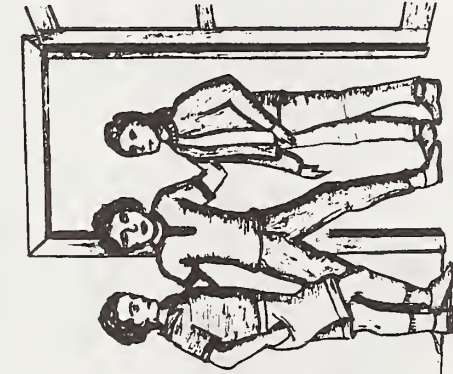
Tuesday was uncomfortable. Students, aware that four teachers had been fired, felt quite powerful. They balked at my every request, threatening to have me fired. Frankly, recent events

several male Natives. Taking his spot behind the microphone, Daniel began yelling at Ojibwa. He was talking about us, and I was becoming frightened.

Daniel then began yelling in English, eyes glaring, lips trembling. "We are here this morning because there is an evil on our Reserve. The teachers have tried to bring a union here. This cannot be tolerated! These people must learn about our ways. Native Reserves are funded by the federal government. This union, this Teachers' Association, is a *provincial* body. Our treaties are with the *federal* government. We will not have provincial organizations in our Reserve, ever! A solution to this problem will be found in the next three days. The drum is here for wisdom, and the sweet grass will please the God, 'Nanabish'."

I sensed then what the next three days would be like. The word "inquisition" kept ringing in my head, especially when several more Native speakers took the mike to voice their opinions. Generations of hate for white people were being dumped on us. . .

Daylight was ebbing and only one more more speaker was on the agenda. A round of applause greeted the diminutive man with gray hair and a puffy nose who took the microphone. The man was introduced as Dr. Arbre Sr. The doctorate was an honorary one from a provincial university. Dr. Arbre Sr. had camped on Parliament Hill several times, had held meetings with every Canadian Prime



Can we have your support?"

My immediate impulse was to decline; I didn't want to create any waves. After brief thought, however, I rationalized that this wasn't a union, but a professional association. "Sure, put me down. What's involved?"

"Nothing. All we want is your name. By the way, did they have you sign a contract today?"

When I said "Yes," the trio's only Native, Bill Branchet, exploded, "Bastards!"

"Hey, calm down, Bill," assured John. "You know those contracts aren't worth the paper they're written on. They'll be no problem." Then, turning to me and on the trio's way out, John said, "Thanks for your support, Doug. See you at school."

Next morning, the secretary showed me to my classroom. I glanced through the textbooks and then put up bulletin boards.

By 9:30 a.m., I'd made my way to the staff room for a meeting that the secretary had told me about. John Cooper and Bill Branchet were there. Sitting at the head of the table was the

country for this job. I had to stick it out.

The following morning, the atmosphere in the gym seemed less aggressive. More Native speakers were heard but they concentrated on Native customs and traditions. "White-bashing" seemed to be over. Later, Daniel proposed that a vote be held to determine the fate of the teachers' union. All the teachers in favor of the union were asked to raise their hands. Obviously, no one did and the union was defeated. What were we to do? It seemed like all of our rights had been violated. What about secret ballots? What about freedom of association? On a Native Reserve, we had no rights.

The Calm Before

The decision to defeat the union was met with a round of applause in the gym. Daniel went to the mike, "I'd like to thank the teachers for their understanding and co-operation. I knew that with the wisdom of the drum, and the help of our friends, a solution could be reached. In honor of our teachers, there will be no school tomorrow. Now, let's celebrate!"

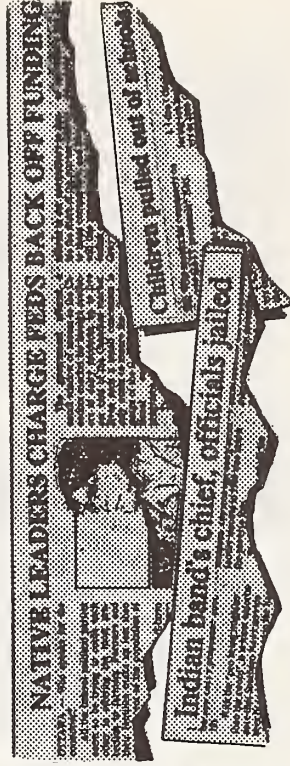
Chairs were very quickly cleared from the floor, men began beating the drum, and a Friendship Event was held. Teachers and Natives danced hand-in-hand, a peace pipe was lit and passed around, everything seemed O.K. Scarcely 24 hours earlier, I'd thought these people hated me; now, I was one of them. I'd never been more confused. Two hours later as I left the gym, Daniel Arbre Jr. grabbed my shoulder to wish me a good long weekend.

In weeks that followed, life began to return to normalcy.

My enthusiasm toward the Native Rights Conference waned when I learned that those 30 chairs at the front were for teachers. In a group, we walked to our seat, passing people who whispered. I felt like I was on trial. We had just sat down when the room grew silent. In burst Daniel Arbre, also dressed in traditional costume, followed by

"You've got to fight for your own rights. You know that."

He spoke in this vein for two hours and later as I drove home, I kept replaying all the day's overwhelming events. A portion of what was said was beginning to make sense, and this worried me. I was not looking forward to tomorrow, but what could I do? My wife and I had moved half way across the



"Awcome on, Daniel. We wouldn't have had a chance."

Daniel smiled, then turned serious. "Now you're getting the picture. There are only 500,000 Natives in Canada of a population approaching 25,000,000. We don't stand a chance, but we will keep on fighting for our rights. We don't see it as fighting *against* you, but rather fighting *for* our very existence."

"I'm not sure I completely understand, Daniel. Non-Native teachers were treated very badly."

"I wouldn't expect you to understand. Likely, you've never had to fight for anything. When I was a kid, I was taken from my parents and put in a residential school. Whenever I spoke any Ojibwa, I was beaten. When we visit other arenas, you see the way our boys are treated? Even adults call our boys 'savages.' Do you know how that hurts? They will have to fight for everything in life. I don't care if you understand. You're here to teach, not to be a politician."

People in the coffee shop were looking at us. I'd gotten more than I had bargained for and was left speechless. Daniel, recognizing my awkwardness, smiled and said, "Want another coffee?" I nodded.

Enter the Minister

The Teachers' Association had taken up the cause of John Cooper and the three other fired teachers, obtaining a court order that said B. E. A. must rehire the four fired teachers. This court order had come from a provincial court, so B. E. A. and the Band officials decided to ignore it.

One gloomy day in early

doors of our schools. Ottawa is denying an education to our children. As of tomorrow, our schools will be closed. You will be expected to continue to teach our children in alternative sites each morning. Afternoons, you may return home to prepare individual study packages for the following day. Definitely do not go to the schools! They must appear deserted. And do not talk to the press. Anyone who does, will be terminated, I promise."

When Daniel paused, we teachers talked among ourselves. In light of all that had happened so far that school year, Daniel's requests didn't seem that far out of line. Stay away from school, teach in an alternative location in the morning, go home in the afternoon, avoid the press. We could do that, we decided.

Speaking again, Daniel looked down at the floor and commented, "B. E. A.'s financial situation means that we will be unable to pay you on Friday." That statement did not engender our same relaxed resignation.

I spent the rest of the afternoon preparing to conduct my classes on the bleachers at the ball diamond. (Other teachers opted for church basements, the bingo hall, and students' homes.) As I worked, Daniel stopped by, looking much happier. "Don't worry about the money. It will work out." And it did. On Friday, Daniel's brown pick-up arrived in the bank's parking lot, and there he sat, by hand writing out pay-cheques for every teacher. The staff joined him over there, and as he handed each cheque over to us, I think he winked.

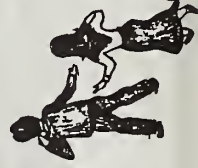
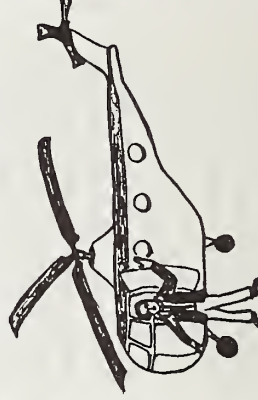
protests, no abuse, no shouting, no emotional speeches. Only courtesy. But why? Maybe the Minister planned to keep his promises? The Natives knew something I didn't? I laughed as I turned up the volume of the car radio. Many times during the past school year, I'd been forced to wonder if I knew *anything*. From a different world, I hadn't known how to read the culture of this (maybe any?) organization.

The brown pick-up was parked outside the coffee shop, so I braked quickly and pulled in for a chat. Sure enough, Daniel sat at his usual table. I helped myself to a coffee, walked over to the table, and joked, "Well, you must feel really super. You got everything you wanted today."

Grunting, Daniel asked, "What you been smoking?"

"Well," I winked, "you'll get more schools and libraries."

"Yeah, in the next seven years. In that time, we'll have seven Ministers of Indian Affairs. That means we will have to fight



all students at White School; and to anticipate access of H. L. P. P. at the Board level.

Giving Birth

To grasp why those stated goals differ so much from the kids' impressions impact, one has to look back to the program's first trimester. That was a few years ago when Chief Debra and "Susan," the band's educational consultant, had called upon the principal to help them initiate H. L. P. P. in our school. Other bands across Ontario had done the same. So, we all had helped construe goals and objectives, and Debra, Susan, and "Bobby Jo," our principal, had sought funding from the Board and the Ministry of Indian and Northern Affairs. Pros and cons had been weighed, cost effectiveness and political viability tested, and spillover effects assessed, with the result that the policy had seemed morally acceptable. Ultimately, our Board had bought into the policy — after all, it was receiving a 100 percent employee for 50 percent of the cost (Indian Affairs put up the rest). Oh sure, there was more to this initiative than that: a Heritage Language Liaison Person was deemed to be important to Band, School, and Board goals.

Trimester two of the program saw "Hugh," a teacher assigned to coordinate the program, taking the lead in hiring Jessica, a Native who had completed grade 12 and who was willing to attend a training session sponsored by Indian Affairs. With an infectious smile, she was a cheerful, bespectacled single woman in her late 20s, living



HUGH'S BABY

On over-developing a heritage program

by BARRY SAMPSON

"Do you feel, 'Debra,' that the goals of the Heritage Liaison Person Program (H.L.P.P.) are being reached?" Debra is the Chief of a Native Band whose children find themselves in a minority situation in every classroom in "White" School. I half-expected her to say that, at bottom, Native culture virtually has been ignored for the past dozen years.

"We can see the goals are being met," Debra replied, "but it's slow. That's how it has to be." I felt the silence and asked, "In what direction do you see the program heading?"

"We're heading for an awareness of the Native way, to strengthen our culture from Native and non-Native points of view. We want to get away from old views of what it means to be Native. A lot of people don't understand treaties and that we have a right to receive some things like tax exemptions. We can see this awareness has to develop at school. That's where our youngsters can learn about being Native. It's not the way it is in the history books. Also, we'd like our language to be taught in schools, like French.

May, men from the Police came to take B. E. A. and Band officials to court. For ignoring the order to rehire John and other teachers who tried to organize a union, the Native chiefs were found to be in contempt of court. The judge put them all in jail. Two hours later, they were released, and the whole incident seemed forgotten.

Ultimately, a settlement was reached between the fired teachers and B. E. A. They were given a year's salary and sent on their ways. This deal seemed very satisfactory to all the parties, particularly to the Teachers' Association which had been so humbled by the experience that it was happy to get out. We never heard from that group again.

One day in mid-May just before noon, Principal Joe came on the P. A. system: "Teachers, buses will be arriving shortly to take the students home. We'll have a staff meeting in our gym at 1 p.m." Complying, staff saw a tired-looking Daniel Arbre sitting at the head table.

"I have just returned from Ottawa," Superintendent Daniel said, "the Ministry of Indian Affairs has refused our request for more funding. The B. E. A. now is flat broke. The government has forced us to close the

For the next couple of weeks, I conducted classes at the ball diamond. The weather cooperated, and students worked surprisingly hard at their lessons.

Then in Week Three of these classes at the ball diamond, Daniel's truck lurched by, horn honking. "It worked!" he joyfully shouted out the window. . . . Ottawa heard us. The Minister [of Indian Affairs] is coming here in two days. Tell the students to stay home for that time. We're asking teachers tomorrow to decorate Beaver School for the Minister's visit. And the day after, you are invited to join the community for the Minister's visit. Again, Megueuch."

As the federal Minister's helicopter landed right on time, at least 5,000 were on the playground. The Minister was whisked away by the Chief for a closed-door meeting. We all hoped the Minister had brought a plan to help Native schools. At noon, precisely an hour later, the Minister shook hands with the crowd as he worked his way to the gym. Introduced to the mob in the gym, he evoked a polite round of applause. He made a 20-minute speech during which he promised more money, fine new school libraries, and a new high school -- all within seven years. More polite applause. After receiving several Native prints and a handmade birch-bark canoe, he joined the community for a feast. At 2 p.m. sharp, the Minister's helicopter revved-up, he climbed in, and was off.

Frankly, I was puzzled. The Minister had been treated with the utmost of respect. No



at least seven more times. The process is a circle, going round and round. You will leave here, Doug, but we will be left to fight. "You got some money."

"Sure," Daniel said. "A few dollars here, a few dollars there, but no real commitment. The Minister came, but nothing has changed."

"All right. Then why was your community so polite?"

"It was an honor to have the Minister here. If we expect anything, we must treat him with respect. After all is said and done, he is our only hope."

I agreed, finished my coffee, and rose to leave. On the way out, I grabbed Daniel's shoulder and said, "Keep up the good work. The kids need you."

As I put the key in the ignition, I paused. I recalled my rehearsed interview answer: "Teaching is teaching, this is Canada, and it's the 20th century. How different can teaching on a Reserve be from my experiences in student teaching? I welcome a change." How ridiculous this must have sounded. I'd learned so much this year, but then I had a lot to learn. The hum of the motor's starting drowned out my laugh.

Seven years later, the Reserve is still waiting for its fine new libraries and high school. □

Interested in learning more, I sought out opinions of students, mostly Native, from across the grade levels (K-8), on what "Jessica" of H. L. P. P. did in our school. They replied, "I don't know," a bewildered look coming over their faces. I felt angry. How could this be? The kids, for whom Jessica was here, weren't even aware of her mission. I put the same question to the grade 5 students who were more directly involved with Jessica. On a weekly basis, she comes into their classroom and works with the classroom teacher and students on the unit for People of Native Ancestry (P. O. N. A.).

The students' responses varied, but the underlying theme was consistent with a lack of knowledge or even interest: "She's the one who writes the newspaper," "If the teacher has to go out, she'll be in charge," "She has P. O. N. A. study with Mrs. Aikens," "She helps the teacher with math," "She does some stuff on the office computer," "She types for things," "She stands for something... I forget," "Like a supply teacher," "She's not a supply," "She makes stuff for making crafts," "She helps the kids get a good education about Indians," and "You can ask her questions and she'll know most about it."

In my mind, I contrasted those perceptions with what I knew the goals of the H. L. P. P. to be: to increase self-esteem of Native students; to strengthen Native culture in this school's community; to instill pride in Native heritage for both Native and non-Native students; to provide quality education to

with her parents and a younger brother on a local Reserve. She had the jubilant knack of turning a dreary space into a welcoming environment for people besides Native students facing alienation in our white-oriented setting.

Hugh had told Jessica, and specifically recorded, exactly what he counted on her to accomplish daily, weekly, and monthly. Before long, though, when Hugh happily received word from the Board that he would be transferring to another school as vice-principal, he very quickly, yet articulately, drew up an official looking five-year timeline for H. L. P. P.; Hugh packaged this work neatly in a blue duotang folder and sent it higher, thither, and yon. Specificity, thoroughness, authoritative language, and rational thinking characterized this policy document. In effect, then, culture was tied up precisely in a gift-wrapped box.

Hugh also had left behind a series of comments on Jessica's evaluation report. Examples:

- Throughout the 60-day probation period, Jessica has displayed an eagerness to get things done.
- Jessica is extremely organized and works cooperatively with all staff members.
- Her polite manner is a marvellous example for Native students.
- Her industrious attitude is a value both Native and non-Native children can appreciate.
- Already Jessica has followed her advice and has organized her planbook artistically.
- She is very good about keeping our notion of 'Kit' in

*Fight
For Your Rights*

Curriculum = Culture or Kit?

her to see herself as self-directed." So what? Sherri was on to something, for I too was nervous about Hugh's legacy. Jessica had to rise above Hugh's five-year plan. Or, as Sherri later explained, "We've got to find ways for staff to learn more about Native identity with Jessica." Now, closely following Sherri's guideline, Jessica visits the staffroom — she never did that before — mingling more, passing on more of her lore, giving a beading lesson now and then too.

As coordinator, Sherri is dedicated to bring off what she perceives as the premier goal — awareness and transmission of Native culture in our school. She feels, as the Chief does, that we should be led up one step at a time. Sherri plans, by much looser control than Hugh, to spend very little time overseeing *personnel*; instead she'll mostly review *program*. Sherri deserves credit for allowing staff to explore avenues in which they may become committed to this project.

Yes, I sense that Jessica is becoming more of her old buoyant self. But despite Sherri's caring hope that Jessica will be independent, is there a chance that Sherri (even with all her good intentions) may be becoming something of another Hugh? I don't sense Jessica particularly emphasizing oral language, her newsletter hasn't appeared for some time, and contacts from the Band don't come to the school. Since Jessica is the one who gives the most time and energy to the Native program, shouldn't she have the discretion to initiate those changes for which she and the Band are responsible? □

ner of her little nook. She had said, "Help yourself. You can use anything you find in here. I know where we can get some more materials too." Next thing, she had dashed lickety-split out the door and had come back again with the "Walpole Island First Nation's Native Child Welfare Prevention Program"—a curriculum -- which she had said, "is the closest thing to the Native way of educating our children and community about drug and alcohol abuse." She had thrust the booklet into my hands, saying, "You'll be interested in this. It'll help you understand."

Jessica had seemed so very excited then about sharing her thoughts. Now, with Hugh's new plan in place, I thought it might be a good time to speak to her again. I made an appointment and at 2:15 p.m., Jessica propped herself up on her big wooden desk amidst a scattering of papers, files, baskets, pictures, news clippings, and other Native "things." Asked what she feels is most important in H. L. P. P., she responded, "I have to get that Kit done. There weren't any records when I came. If I get the Kit done, the next person won't have to go through all this organizing." Surprised, I probe, "Why is the Kit so important?" "Hugh said it's got to be done; it's got to be available to all the other schools. He said Mahjethahwin's outdated." (Mahjethahwin, meaning 'the Beginning,' is a Native study guide, a creative, open-ended, yet practical curriculum prepared by the first principal of White School 15 years ago).

"Hugh had strong ideas," I reply, "but Jessica what direct-

mind when preparing and reviewing materials.

I am encouraging Jessica to spend more time setting her monthly objectives in a fashion that is understandable to me, so that we can evaluate whether she has achieved them.

With zeal, Jessica lived up to Hugh's very non-Native expectations; everything she had done was recorded in a booklet. Some of what Hugh referred to as her "practical duties" included: recess duty for the kindergarten teacher daily; telling legends and doing crafts with eight special education students for 30 minutes weekly; listening to grade 1 students read for 20 minutes, three times a week; helping with baking in the grade 2 classroom; hanging art in the hall for the grade 3/4 teacher; photocopying for the grade 6 teacher; and helping the coordinator prepare for parent meetings. And some of what Hugh categorized as Jessica's "research duties" were:

drift into the staff meeting with looks of exhaustion, but excited exhaustion. The 15 Faculty grads pretty much sit together, giving Troy the chance to tell of cracking the whip with those "general-level kids" to make sure they understand the rules. Brie is pleased with most of her senior-level advanced math students, but kicked "two or three" out of class because they hadn't worn all of the school's uniform.

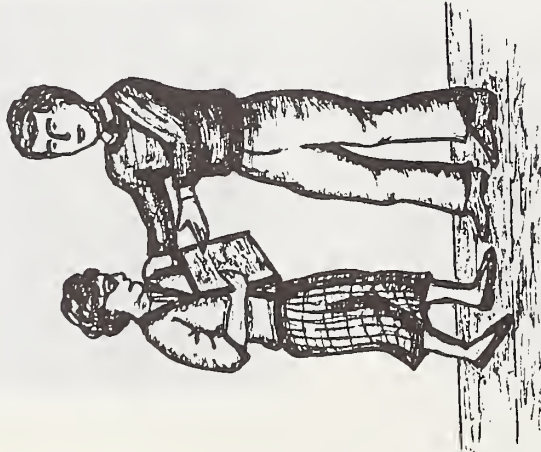
After thanking staff for all their hard work, the principal outlines several tasks that need to be performed until time-table conflicts are resolved. New Faculty grads have a bevy of questions about routines but the principal becomes impatient. They should direct their queries to department heads instead of delaying proceedings. "The heads will hear you out," he adds.

A Culture of Help?

The principal is under a lot of pressure. For one thing, Flagship is located in two portable buildings a ten-minute drive apart. He has assigned all of the younger staff, including those recent Faculty grads, to the one building that accommodates grade 11, 12, and OAC students. More seasoned staff are at the other "campus." Both buildings lack gyms and have to get by with very small cafeterias. That situation prompts the principal to ask all staff to endure the inconvenience and make the "best of it." In time, he promises, all the grades and staff will be under one roof; Flagship will be the "jewel" of the Board, with an Olympic-size gym and "state-of-the-art" cafeteria facilities.

pumping music, or something like music, into the air. Upon requesting that they "turn down the loudness," Troy meets resistance: one of those grade 11 students, "Mr. T.," explains that he and his friends are having difficulty hearing their tunes over others' loud conversations in the room. With an authoritative air, Troy insists that the "noise level be lowered immediately or your machine will be confiscated." A standoff in this loud public argument momentarily occurs, as those students persist in enjoying their music and look daringly back at the teacher-monitor. Troy then reaches over to grasp the radio, Mr. T. pushes Troy's hand away with some force, Troy responds by grasping Mr. T. by the shirt-collar and orders the student to "go to the office right now," a shouting match ensues between student and teacher, Mr. T. moves toward Troy, a caretaker intercepts Mr. T.'s fist as it progresses toward the teacher's astonished face, and Mr. T.'s friends calm him down.

Ultimately, as Mr. T. shuffles off in the general direction of the office, Troy storms into the staff room, and (to everyone's surprise) bursts into tears. Brie and Lancia try to console him with words of com-



helping Hugh with P. O. N. A. unit by being present in the classroom, preparing activity cards, setting up activity centres, helping students at centres, keeping a well-organized binder of activities on a specific theme, arranging a Native information file, keeping a binder of telephone numbers of the guest speakers, making up a questionnaire for future guest speakers to answer, and reading as much as possible about Natives.

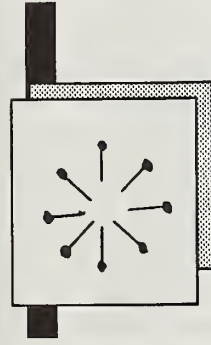
A New Mahjethawin

With Hugh gone, responsibility for H. L. P. P. had fallen to me, strictly on an interim basis. Gradually, I had come around to thinking that Jessica's duty roster didn't reflect entirely the goals, or at least the primary intent, of the policy. The Native flavor we all had initially experienced surrounding the person of Jessica, and about her workroom, now was missing in the school milieu. And nothing of Jessica was in black and white, on those official documents of Hugh's.

Earlier when I had visited Jessica — this was before the development of that five-year plan — I had been impressed by the Native spirit, Native culture, and personal commitment to the policy, pungent in the air. In fact, Jessica and this little corner of her space had been aromatic with personal commitment to emotional, mental, and spiritual communication of "Nativity." When I had asked her if I could look at copies of her timetable and "Native New Horizons," a newsletter she put out, she had begun immediately pulling out files seemingly from every cor-

ion do you like H. L. P. P. to take?" Straight-away came this hope: "I want more contact with people in the Band. I'm trying to involve the community. And I want to bring in a lot more Native stories, language — oral culture is crucial, you know — and crafts. That's what my newsletter is for. I'd like more feedback from teachers. I'm conscious I'm a new teacher but I'm not a regular new teacher. There's things I'm not allowed to do."

A couple of weeks after this discussion, I talked with "Sherri," Hugh's successor as coordinator of the H. L. P. P. While planning a workshop, we talked about Jessica's activities. Sherri offered, "What we should be doing is changing the bloody five-year plan. Changing it may help to change Jessica's modus operandi. Hugh has made such an indelible mark on the poor girl. For instance, when I asked about expanding the program from only grades 4 and 7, Jessica said, 'No. Hugh wouldn't do that.' Did you know that Jessica teaches beading Tuesday nights at the cultural centre and when I invited her to do the same thing here, and so bring that cultural richness into our school, again she said 'No. Hugh wouldn't approve.'" Thus in Sherri's perspective, the teacher-assistant part of Jessica's role, as defined by Hugh — photocopying, helping with non-Native baking, listening to several non-Native students read non-Native materials, and hanging non-Native art — had overtaken the cultural heritage facet of the H. L. P. P. "Jessica sees me as a Boss," Sherri summed up, "but I want



GROWING PROFESSIONALLY

On being tried by fire

by JILL WINDSOR

The staffroom comfortably seats 20 but with most of the 60 staff members present, congestion and clamor reign. At Flagship High, it's the first school day in September and teachers busily introduce themselves to the 15 new colleagues who have just graduated from a Faculty of Education. The inevitable 8:30 bell dissolves the discussions and "Troy," one of these grads, comments that now "It is every person for himself" as all step into the hallway to face the student population. "Brie," also a new grad, puts down her coffee abruptly and assures Troy that he can do it. Their uneasiness and hesitation are noticeable.

The day rushes by efficiently and at day's end teachers

Before long, the new troops form a clique with "Lancia," a teacher with one year's worth of (mostly negative) experience. Having earned her "battle stripes," she becomes their mentor, holding court afternoons after school to recount war stories about "awful" students at Flagship High, including but emphatically *not* limited to the group of Native Canadians who had helped to make her first year miserable. Cynically, Lancia goes on to teach the novices a number of ways to survive: assign lots of seatwork; give tests regularly; surprise students with quizzes since this helps to let students know who is in charge; phone parents and keep them informed of failing grades; lecture often and have students take notes; avoid group work among students since it causes noise and never really produces anything worthwhile; and send students to the office regularly to keep them in line. Lancia actually believes her information is helpful.

Later in September, Troy has his first turn at monitoring the over-crowded cafeteria. In a cramped corner, he sees five Native Canadian students whom he has heard about — as troublemakers — from Lancia. Now they are slouching on a formica table-top with a "ghetto-blast"

fort which gradually become a negative evaluation of the behavior of Native Canadian students. These three teachers decide that discipline problems would be alleviated if such "disruptive elements" got themselves good jobs doing skyscraper-construction; better than staying at Flagship and making teachers' lives miserable.

Within minutes, reports of the incident spread throughout the building, and the building ten minutes away. The principal rushes into the staff room and suggests that Troy take the rest of the day off to pull himself together. Brie volunteers to cover Troy's classes. Moments later, she explains to his grade 11 general-level group that the affair in the cafeteria shows that Mr. T. and his Native Canadian "chums" will never amount to much in life. In fact, any student who defies a teacher's instruction is a sure "loser." Troy and Mr. T. may have been put in an adversarial situation due to the absence of mutually understood rules on ghetto-blasting, but that does not stop Brie from angrily letting the students know that neither she nor Troy "want to teach losers." Hours later, school's out and two dozen of the Native Canadian students gather in the cafeteria. They had heard Brie's comments and they in turn are angry, or so they confide to a guidance counsellor. They have a bevy of complaints and questions, but although he should be getting onto other proceedings he's expected at, the counsellor is not impatient in hearing them out.

The next day, the princi-



March that year, five other new Faculty graduates request transfers. After the March Break, Mr. T. does not return to school.

Bringing Staff Together

Also after the Break, Flagship's guidance counsellors approach the principal. What if some of the department heads were to plan an in-service day in August for staff members coming brand new into the school in September? Such an occasion could introduce recent Faculty grads and other newcomers to a typical day in the life of a Flagship teacher. The demographics of the school community could be introduced along with discussions about the particular needs, among others, of Native Canadian students. Suggestions on how to cope effectively with any misbehaving students (of *any* ethnicity) could be made and of course the vice-principals could explain the school's discipline code. Instead of the rush-rush tone for beginning staff on opening day in September, new teachers could be reassured in August "of the administration's support when a challenge arises."

Aware of the need for vision, the principal presents this proposal at a heads' meeting. An ongoing evaluation is also suggested to help new teachers grow in the profession. Further, the heads recommend that all of the recent Faculty grads not be segregated into one of the school's two buildings but rather be paired with experienced teachers across both campuses. The principal agrees. At the June staff meeting, he represents Flagship as a place where peer coaching and



these two new teachers and their students. Troy's absence from school for at least one day every other week is evident but everyone is just too busy to find out if he needs help. For that matter, Mr. T. skips classes frequently.

To work-through the hurt left by Brie's hectoring of Troy's students, certain staff members spend hours after school, assisting in setting up a peer group of senior students. Those students also try to reach Mr. T. and his friends to discuss the matter and try to re-build their self-images as winners. Refusing to attend any of these sessions, Brie awaits an apology from all students involved in the ghetto-blaster affair.

December brings Troy's resignation from the Board: returning to his home town, he decides to leave the profession. Brie continues at Flagship, but working exceptionally independently, she becomes known as a teacher who dislikes any Native Canadian student who does not earn an "A" average in math. In

pal calls an emergency staff meeting. Mr. T. has been suspended for five days, "parents of other involved Native students are being contacted," and (here comes the policy) ghetto-blasters no longer are allowed anywhere in the school. The incident is recognized as an opportunity to call for a significant modification in the organization's culture: all teachers henceforth are to stop using the staff room as a place to discuss students — such talk "impinges upon the vice-principals' role as handlers of discipline." Finally, in the next few days until "this unfortunate incident is far behind us," staff members are to be particularly watchful and alert.

As October zips by, anyone watching Troy's interactions would see that he is becoming withdrawn. Both he and Brie seem to sense that they have lost the respect of many students, and not just Native Canadian ones either: a cold, distant relationship appears to prevail between

teacher collaboration will be the school's new direction. Indeed, the principal takes strong, on-site leadership in identifying and encouraging successful teachers on staff to model good pedagogy (and good discipline) with new staff. Help will be available for novices who want to think penetratingly about what they are trying to do, how they go about it, and evidence they can use to estimate their successes. Even Lancia, that negative "senior" teacher who did not help the younger teachers develop positively, contributes. She urges that staff morale would increase if more oldtimers besides herself were to work alongside the newcomers on curriculum planning. "As it is now," she claims accurately, "teachers around here feel guilty in asking peers for help in their craft."

The August in-service is going to happen, even though it's not going to be particularly well-funded. Staff are just going to donate their time, and they don't have especially information-rich speakers or materials about their client groups. Nonetheless over coffee on this last school day in June, the still-tiny staff room at Flagship High is overflowing with teachers' technical talk. New recruits to the school's teaching ranks, including fresh faces just graduated from a Faculty of Education, are on hand to hobnob with present staff. And, maybe best of all, as they write out their hopes for that day, these new teachers are helping to set goals and shape plans for their learning at that forthcoming in-service. □

Two other tales, describing the placement and integration of special ed. students, pointed to the urgency for better defined policies. Such guides could lessen emotional and intellectual dangers to students.

NEXT ISSUE



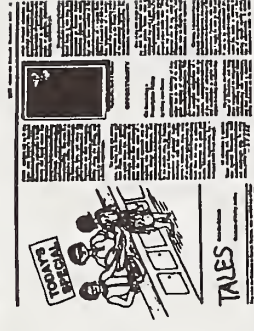
BACK TO THE BASICS

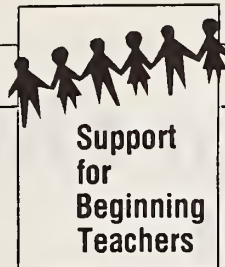
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Special ed., always on the menu of those who value equality of opportunity, may resemble certain foods one sees in a cafeteria — delectable-looking but not necessarily easy to digest. Recipes for good special ed. may be frustratingly complex to realize, and some recipes may have undesirable side effects.

In acknowledging the necessity to accommodate needs of those students identified as exceptional, we saw teachers and administrators confronted with logistical problems requiring practical and fast solutions. While unrelated to classroom and curricular issues, these dilemmas — if left unanswered — could lead to serious physical danger for students.

Two other tales, describing the placement and integration of special ed. students, pointed to the urgency for better defined policies. Such guides could lessen emotional and intellectual dangers to students.





A Whole-School Approach to Teacher Induction

Maureen Innes

Staff Development Consultant,
Waterloo Region Roman Catholic
Separate School Board

Five years ago, George Flynn, the Director of Education for the Waterloo Region Roman Catholic Separate School Board, challenged all staff to envision a new educational paradigm. Staff were encouraged to establish "inclusive communities" within which all members could realize their full potential. The shaping of relationships, a process based in respect for what is human and guided by the spirit of love, became the focus for curriculum change, organizational change, and staff development. It was in this context that we began to rethink the concept of teacher education.

In 1988, in partnership with the University of Western Ontario and the OISE Midwestern Centre, we established a pilot project in teacher education. Our initial aim was to reconceive it as a "collaborative endeavour." As the project team met to set directions, we focussed on the following questions:

- What do we hope to accomplish?
- Who should be involved?
- Where do we begin?

The team felt that since teacher education is a continuum of learning, the place to begin was with the pre-service program. Two elementary schools (Christ the King and St. Peter) were invited to join the team. They agreed to provide a "whole school approach" to teacher development for 15 student teachers from the University of Western Ontario. Because our goal was to provide a caring school community for these students, we decided that they should do their practica in the same setting for the entire year. So nine students were assigned to one of the project's schools and six to the other.

The process began in June 1989 when all the staff from the two elementary schools came together for a full day to reflect on the needs of pre-service teachers. Custodians, secretaries, para-professionals, teachers, and principals began the day by recalling their early experiences in their respective careers. As a result of their reflections, the staff were able to anticipate some of the concerns of the student teachers.

The Director of Education challenged all staff to establish "inclusive communities."

Each staff member was also able to identify specific ways in which he or she could help. Unlike past practice, when a student teacher was assigned to just one teacher, it was agreed that student teachers would be invited to be part of a community of learners and that all staff would share the responsibility of helping them make sense out of their new roles.

In October 1989, the project's experiment officially began. Through a cycle of reflection, planning, and action, the team met as a whole to prepare for each of the three practice teaching sessions. And thus, over the course of a year, students gained a new appreciation of the word "curriculum" as custodians discussed safety issues and student needs, as secretaries oriented them to important school routines and first aid materials, and as all teaching staff tried to act as mentors and role models.

As the third practice teaching session came to an end, school personnel and student teachers agreed that a whole school approach to the pre-service year was very worthwhile and should be further developed to include the induction year. The

student teachers in particular valued the strong support system that had been established and the opportunities to come to know the students as well.

In March 1990, a follow-up plan was put into action to bridge the gap between the pre-service and the induction year. Six graduates hired by the Board to start in September were invited to participate in this phase of the pilot project.

The six "inductees" were invited to spend May and June in the schools to which they had been assigned. As in the first phase of the project, the staffs of the receiving schools were encouraged to take responsibility for supporting their newest team members. Having had some teaching experience, the inductees worked closely with the principal and other staff members to design their own staff development programs for September.

Although their staff development plans were unique, all six prospective teachers spent a large portion of their time observing and interacting with students. As they shared their observations with the other teachers on staff, they gained a better understanding of student strengths and needs as well as appropriate curriculum development. Opportunities to meet parents and to write report cards helped to prepare them for the year to come.

This two-month orientation program holds a great deal of promise for several reasons. First, new teachers are given an opportunity to actually experience what the Board is trying to achieve by its "inclusive community." Second, they become familiar with Board and school philosophies and are able to see how they are translated in school and classroom practice before the school year begins. And third, all staff members are given an opportunity to develop the collegial relationships that are necessary to bring about organizational and curriculum change.

Prophets in Our Own Land

THE ROLE OF MENTORS IN THE CARLETON BOARD'S PILOT INDUCTION PROJECT

Being a mentor is like a balloon so full of experience, plans, and ideas that it's ready to burst.

Being a mentor is like being somebody else's right arm.

Being a mentor is like being a roto-tiller — always looking to find a smoother way for a new teacher.

Being a mentor is like traveling in a time machine back to my first year teaching.

Being a mentor is like leading someone through an advanced fun-house, where they move the doors and mirrors every day.

Being a mentor — like sharing a glass of aged wine.

Being a mentor is communicating, sharing my experience with my colleague.

Being a mentor is like being the big sister at a pyjama party.

Helen Spence

Consultant, School Assistance Team, Chair of the Induction Task Force, Carleton Board of Education

Patricia Hayes

Special Assignment Teacher, School Assistance Team, Carleton Board of Education

This article gives voice to the innermost thoughts and considerations of four practitioners who actively and willingly involved themselves in a pilot induction project. The selected excerpts, taken from a panel discussion, illustrate and reinforce issues and questions that are of concern to all educators interested in the induction process: the selection and pairing of partners; role definitions; the evolution of partnerships; human and financial support; and benefits. In their exploration of these issues, the panelists provide direction and confirmation of the essential elements of a successful induction project.

Background

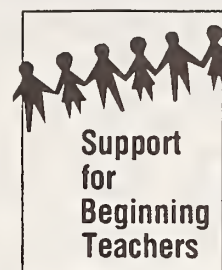
In 1989, the Carleton Board of Education responded to its increasing number of new teachers by creating an induction and mentoring program, *Partners in Reflection*. The program promotes the view that a teacher's professional development requires a continuous process of reflection on the practices of teaching. Its intent was twofold: (1) to assist new teachers entering the profession and (2) to provide experienced teachers with personal and professional growth opportunities.

Beginning teachers, along with their

school-based mentors, attended monthly workshops at a central location. Each session was tailored to meet the needs of participants as determined in a survey of concerns. Both generic and specific topics were addressed. The informal tone of the discussion and the creation of problem-solving groups helped the participants set up networks outside the workshop setting. Beyond this, the pairs acted as in-school teams for the purposes of formal and informal consultation.

In May 1990, the Carleton Board of Education, in co-operation with the University of Ottawa, organized and hosted a provincial symposium, *Induction and Mentoring*. An inviting atmosphere and the active participation of the audience inspired a high level of commitment to induction throughout the symposium. The indisputable highlight of the two days, however, was the candid and insightful comments provided by a panel of four participants in Carleton's *Partners in Reflection Program*. In telling their stories, two new teachers and two mentors spoke directly to the issues addressed in earlier sessions and dramatically portrayed the realities and the complexities inherent in the induction process.

The panelists represented a wide range of experience. At the time of the symposium, Ron and Barbara were first year teachers at the elementary level. Lynn, a teacher for 31 years, was Barbara's mentor. (Ron's mentor, "Karen," was not present at the symposium.) Representing the secondary panel, Diana spoke of her experience as a mentor to a veteran teacher who was both new to the province and to a vocational school.



Selection, Pairing, and Timing

A common theme that emerged for mentors and new teachers was the issue of who would be involved in the *Partners* Program. Although the program was intended for teachers new to the profession, how willing or interested these beginners might be to accept "support" was not readily observable. The principal or vice principal clearly could play an advocacy role in recommending participation.

Time was also an issue. If support were to be provided, it had to happen as soon as possible. As Ron related, "Well, then I got my own class and quickly realized that someone was actually expecting me to write the day book. Nobody was going to tell me exactly what to do or how to do it or what resources to use, or how to get those resources. In fact, I was on my own completely.... It didn't take me too long to realize that teaching was going to be a lot more difficult than I had thought it would be."

When the principal approached Ron in mid-September ("the only first year teacher in the school so I was an obvious choice") with the suggestion that Karen be his mentor and that they participate together in this program, he willingly assented.

When reflecting on the selection and timing of the pairing with his mentor, Ron admitted that he had had little input. He appreciated having been paired by his principal and acknowledged the importance of timing, "If the pairing had taken place before the second week in September, we would have had the opportunity to plan our timetables so that we did have some common time." He lamented the fact that timetabling was not considered.

Compatible personalities, similar timetables and program levels, common planning time, and physical proximity figured prominently in all the panelists' stories. "I was chosen as a mentor because... we are in the same area of specialization. We didn't have a common course to teach but we did have the common background.... Unfortunately, our timetables were not compatible. We found that to be a definite problem in September" (Diana).

During the previous spring term, when Barbara had worked as a supply teacher, she had been introduced to Lynn and they had begun informally to exchange resources. In September, Lynn was considered a most "appropriate choice (as mentor) given her ability and coinciding grade level and the close proximity of her classroom." Their association was facilitated by their early interaction. Barbara confirmed, "We had already developed a rapport."

The need for rapport was echoed by Ron who thought that "no matter how selection occurs, careful attention has to be paid to the personalities of the people involved. If compatibility is missing, the pair is likely to be unsuccessful." His pairing with Karen was successful because "the most important component in the choosing of the new teacher/mentor pair, personal compatibility," was honoured. Compatible personalities, rapport, and common time were by far the most salient concerns of all the participants.

Evolving Roles and Partnerships

The dynamics of the partnerships were constantly changing. New teachers were not passive recipients of the wisdom prof-

continued

Being a first year teacher is like going through Hurricane Hugo.

Being a beginning teacher is like getting off the wrong side of the ski tow and finding yourself out of control on a black diamond hill.

Being an intern is like moving from Private to General in one day.

Being a beginning teacher is like being a rubber ball bouncing all over the place.

Being a beginning teacher is like learning to walk again: a couple of steps lands me back on my knees crawling until courage returns.

Being a beginning teacher in this program is like . . . climbing a hard pitch with a reliable belayer!!

Beginning teacher — the blind leading the blind.

— From Carleton's *Partners* Program.

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PROPHETS *continued*

ferred by their mentors. Lynn recalled, "As the year progressed, needs changed. It started as a very practical arrangement and now we'll often get into philosophical discussions about programs and methods. It's interesting for both of us."

Barbara's relationship with Lynn became self-directed: "Initially my needs were focussed intensely on timetabling, procedures, curricula, and management techniques particular to my grade level. The focus changed, however, to that of moral and emotional support."

As a new teacher, Barbara identified emotional and moral support as the most valuable component in the partnership. She felt that Lynn's "unconditional and non-judgmental support" eased many stressful moments. When confronted with a difficult parent, a distressed Barbara turned to Lynn. "I didn't know where to go... I felt like quitting. It was Lynn who helped me to keep things in perspective." She pointed out that these things happen to everyone at

Being a new teacher is like
being afloat on the ocean.

all levels of experience, and that they will probably happen to her again.

Ron viewed Karen's participation as unique. "She was a colleague who had made a formal commitment to share her experience with me, provide support, and often simply tell me how things were done. Karen was there. She was the person I could sit down with and reflect on things."

In this case, too, the original purpose of the pairing, to provide support, evolved into a professional dialogue. "Karen and I established a collegial relationship that was based in mutual respect and a desire to share experiences."

The evolutionary nature of Diana's relationship to the new teacher she had been paired with was evident from her comments: "My role started out as being an orienteer for her. I showed her where things were kept, where the supplies were, and whom to see for what information. I also made her transition to staff a little easier. Once classes began she relied on me more

for perspective, curricular support and advice, and moral support. As the year progressed, my partner's experience kicked in and she became more confident.... We'd get into an actual dialogue as to what was an appropriate or inappropriate lesson."

The relationships were never static.

Support Mechanisms and Benefits

The support which motivated and sustained the participants in the program came in a variety of forms. Administrators supported the program from the beginning by inviting staff to become involved. They also provided support in the form of release time to attend the central sessions. Occasionally in-school release was offered as well. "Certainly, during the first few weeks, my partner was given an advantage by having a block of time to sit down with me and go over some of the pros and cons" (Diana). Acknowledgment and personal encouragement and interest shown by the administration were considered by all panelists to be an important expression of support.

The sessions themselves had an encouraging and supportive effect by sending a message to the Board that this process was valued: "... taking Barbara under my wing was not enough, it had to be at a system level to be successful because it emphasized the importance for the Board to meet the needs of new people coming into the system" (Lynn).

The training component of the central sessions was directed by the teachers and made relevant to their emerging needs. Training also supported the predictable challenges that arise in each term (e.g., parent-teacher interviews and evaluation). It was, however, the unstructured part of each workshop that was most appreciated. "The most valuable part, for me, was just getting together with other beginning teachers and telling war stories. Learning that it has happened to everyone and it is happening to everyone ... was really one of the strongest things for me at those sessions" (Ron).

Without doubt, the central force behind the success of the program was the support provided by the individual mentors. "My mentor was someone I could go to when I was feeling overwhelmed — a person who wasn't in an evaluative role to judgmentally tsk, tsk my incompetence" (Ron).

This freedom to make a mistake, to ask a question, and to admit not knowing the answer proved to be the glue which held the relationships together and sustained the program.

Clearly, the goal of the *Partners in Reflection* program was also its main benefit. "I haven't meant to say that without the program, I wouldn't have made it, ... teachers have made it for a long time without such programs. What I am saying is that *Partners in Reflection* eased my entrance into the profession, made it easier, allowed me to make fewer mistakes from the beginning and feel more comfortable in the role" (Ron).

Being a mentor is seeing myself 20 years ago.

At the school level, this easing into the profession made possible by the mentor relationship was reflected in small but significant ways. During the first few days of school, the new teacher knew at least one person who had a personal interest in her or his well-being. Barbara felt that her association with a more experienced teacher provided a bridge to the other staff members and that they accepted her more quickly. Ron benefitted from the opportunity to troubleshoot and to consider other options in his teaching practices. As he soon discovered, his experience and training at the faculty of education had not prepared him for some of the challenges he faced. "At the Faculty they taught us how to nurture the whole child, how to plan lessons and themes, but they definitely didn't teach us how to collect hot dog money while noting the announcements on the board, making sure the students were singing "O Canada" and getting them all down to assembly on time."

At the central sessions, the mix of elementary and secondary school teachers was particularly fruitful. Teachers at both panels discovered their common ground, something that often does not occur due to the lack of opportunities for professional exchange. While providing a forum where specific, practical strategies for remediation could be discussed in a non-threatening

way, the sessions helped new teachers deal with feelings of being overloaded. Ron, for example, was encouraged by the shared experience he had with his mentor at the central sessions and the common frame of reference that resulted.

And, on a personal level, mentors were challenged by the partnership to reflect on their teaching practices. "There are so many things that I had taken for granted, having taught a number of years, things that I do without thinking twice... and it forced me into a greater awareness of my own teaching practices. My partner often asked me not only how I did things but why... nobody had ever asked me before why I do these things" (Diana).

Not surprisingly, some of the benefits were outside the classroom. As Lynn spoke to the participants of the symposium she confessed, "We had personal as well as professional links and that was important. I grew. As an example, I've almost finished 31 years of teaching and this is the very first time I have ever done public speaking."

Issues

The relative infancy of formal induction programs brings with it numerous issues that have to be addressed at all levels of education. The experiences of these four teachers raises these issues both directly and indirectly.

- Who assumes responsibility for the induction and mentoring program?

In the Carleton Board, teachers on special assignment initiated the mentoring program. Although the centre of responsibility is negotiable, once the initiative has been taken, the collaborative effort of the various stakeholders will determine the success of the program.

The Induction Task Force of the Carleton Board of Education brings together representatives of the Faculty of Education, secondary and elementary teachers' federations, administration and senior staff. This group provides the momentum, the diversity, and the checks and balances that are necessary for a venture of this kind to succeed. At the same time, the heightened awareness that is brought about by the increased interaction between these institutions may well lead to wider reforms in

teacher education and professional development. In boards where there are insufficient resources or minimal contact with faculties of education, there will need to be other strategies for addressing pre-service, induction, and in-service needs.

- What is the role of a central program?

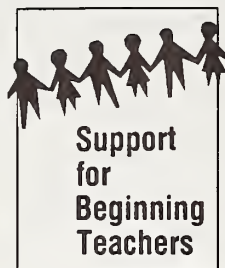
In an increasingly decentralized system, the role of a central program is necessarily questioned. Yet each system needs to select the core values and the core practices which do not vary across schools and which require special attention. Time is the one asset which central programs do provide. And with time comes the anticipated cost and the determination of who will pay. This, too, will need to be decided by each board.

- What school climate is conducive to an induction program?

In the relatively "flat" organization of elementary and secondary education, teachers can be intolerant of differences in treatment; therefore, the identification and the encouragement of mentors must be carried out openly and fairly. Incentives must be sufficiently motivating to attract mentors while avoiding the perception of establishing an elite group. Awareness of these issues will promote an acceptance of the partnerships that develop and increase the likelihood of success. In the experience of the Carleton Board of Education, the administrator is the key.

Having identified mentors as the most significant variable in the induction process, what more do we need to know about the potential mentor's essential characteristics? What aspects of school climate are likely to promote the willingness of someone with these characteristics to come forth and commit him or herself to a partnership with a new teacher?

Perhaps the most significant aspect of the mentoring relationship is its significance for long-term professional development. Our perception at the Carleton Board is that as we shift our centrally-driven, expert approach to programs based in co-operation and collaboration within the teaching profession, we will find experts within our ranks and we will begin to value the prophets in our own land.



Mentoring Beginning Teachers

GUIDELINES FOR PRACTICE

Ann Kilcher

Educational Consultant and Researcher,
Doctoral Candidate, University of Maryland

A great deal of material has been written about mentoring as a vehicle for providing support to beginning teachers. From this substantial literature, I have tried below to pull out some guidelines for practitioners who are developing partnerships and programs for professional growth. Readers who are interested in exploring the literature can pursue the recommended readings at the end of the article.

Why mentoring?

Beginning teachers who have had mentors during their first year report benefitting from attention and encouragement, from receiving assistance with curriculum, dealing with the administration, and working with others in the school. With mentoring, professional initiation appears to be smoother and less frustrating for the newcomers, and their attitudes and perceptions about teaching are significantly healthier.

Mentor teachers also benefit from the mentoring relationship. They find working with a newcomer encourages them to analyze their own instruction, re-examine their classroom practices, and sharpen their perspective. Mentor teachers also report becoming more confident about their teaching, learning new skills, experiencing a boost to their confidence, and enjoying the chance to develop a relationship with a new professional.

How can the mentoring role be described?

Mentors play a number of roles and perform many functions as they support and

assist beginning teachers. They act as counsellors, consultants, trusted friends and confidants, guides, and colleagues. They help beginning teachers learn about teaching by modelling classroom behaviour, by supervising, by coaching, and by engaging in curriculum collaboration and team teaching. These activities could be described as formal assistance. Providing informal assistance on a day-to-day basis is also an important part of what mentors do. Informal assistance will involve such things as providing ongoing support, encouragement, and advice; introducing the beginning teacher to others; inviting the beginning teacher to lunch, in-service sessions, and events; interpreting guidelines, procedures, and situations; encouraging reflection; checking daily on how things are going or how a particular lesson went; sharing resources and materials; offering solutions to a problem; and suggesting tips on organization and time management. Effective assistance addresses procedural, personal, and pedagogical concerns.

Like all relationships, the relationship between the partners evolves over the year as the beginning teacher gains confidence and control. Some researchers describe stages such as orientation, initiation, consolidation, and collegial collaboration. If the relationship is a successful one, and the mentor and protege feel comfortable with each other, they are more likely to address substantive professional growth questions on instruction, curriculum, and classroom management.

How could mentors be selected and matched with beginners?

Some experienced teachers are more likely to be effective mentors than others. The list

of qualities that emerges from the literature is daunting, leading many practitioners to wonder how and where the "paragons" will be found. A summary of important qualities includes:

- initiative and ability to organize
- exemplary teaching practice and demonstrated effectiveness in classroom management, discipline, and instructional strategies; positive working relationships with students and colleagues; analytical about teaching
- interest in working with beginning teachers
- time to fulfill the role
- communication, problem solving skills
- observation, coaching, and conferencing skills;
- flexibility, patience, sensitivity, helpfulness, caring, dedication, friendliness, open-mindedness, self-assurance and security, willingness to share, and a positive perspective

Such a list, however daunting, may at least serve as a guide for the selection of mentor teachers.

Once mentors have been selected, how should they be matched with beginning teachers? Again, it is highly unlikely that all these criteria can be met; however, some factors to consider are suggested in the literature:

- similar assignments (same discipline, subject, or grade level)
- classrooms in close proximity to each other
- at least one common planning period
- compatible professional ideologies about teaching, learning, classroom management, and discipline
- compatible personalities (obviously difficult to know in advance!)

What training and ongoing support should be provided?

It is generally agreed that both mentors and beginning teachers need some preparation to enable them to gain as much as possible from the mentoring relationship. Sessions for the pairs to learn together and opportunities for mentors and beginning teachers to meet and share with others throughout the year are also suggested.

What might be included in such sessions? Topics suggested for exploration prior to the school year include: problems and concerns of beginning teachers, mentor roles and functions, pitfalls and problems of mentoring, adult development and stages of teacher development, coaching, communication, and problem solving skills. An orientation session for beginning teachers and mentor teachers that focusses on relationship building and preparation for the first day and first week is often the first of a series of in-service sessions. Other topics for the pairs to focus on during subsequent sessions throughout the year include: classroom management, planning and organization, student assessment and evaluation, reporting to parents, and teaching and learning styles. Learning together provides mentor and beginning teacher pairs with a common language to analyze and reflect on teaching practice, but also helps them develop a personal relationship.

Beginning teachers and mentor teachers also need opportunities to meet with others in the same role, that is, beginners with beginners, and mentors with mentors. Sessions for them to share and discuss common issues provide important support and encouragement.

Although those planning the training can decide in advance on a tentative plan for the year, the program must remain both flexible and open-ended to deal with issues or problems as they arise.

How is mentoring influenced by school culture?

The workplace can work for or against mentoring. Classroom assignments, teacher isolation, communication and decision making patterns, scheduling, and opportunities for learning and collaboration are workplace conditions that promote or impinge on the beginning teacher's first

year experience. Whether characterized by isolation and privacy, or by collaboration and experimentation, school norms will certainly have an effect on the ease with which mentoring relationships develop.

A mentor program can increase staff sharing and communication or just as easily create animosity and professional jealousy.

Szabo (1989) proposed a typology of working conditions for new teachers based on the level of difficulty of teaching assignment and the level of support provided. She identified four scenarios of the working conditions first year teachers experience.

Difficulty	Low	High
Support		
Low	ignores	tested
High	nurtured	coached

Such an analysis points to the need to do more than just implement a formal induction program and assign mentors. An emphasis should be placed on improving working conditions so that they foster support for beginning teachers.

What problems and dilemmas must be faced?

A number of issues confront practitioners as they plan and implement mentoring and induction programs. These include interpersonal dynamics, time, resources and support, and negotiating teaching responsibilities. The resolution of these issues will affect the impact of mentoring programs for individuals, the organization, and the profession.

The "personal development relationship" versus the "arranged institutional marriage" is a major dilemma of mentoring programs which are conceived in a formal, planned way. Personality and philosophical differences can limit the learning opportunities and, in extreme cases, create an additional burden for the novice. The current teacher shortage in Ontario places demands on mentoring programs and requires that many experienced teachers become involved. One potentially negative outcome related to numbers and the matching process is the possibility of assigning a beginning teacher to a poor role model.

Poor role models perpetuate undesirable practices and may stunt the creativity and vitality of newcomers.

Time is a consistent concern. For mentoring programs to be effective, pairs need release time to plan, to observe, to conference, to assess, and to reflect. With both partners in the pair being expected to assume full teaching responsibilities, the mentoring relationship becomes a peripheral rather than integral part of the job and must compete with other professional commitments.

Resources and support are necessary to nurture and sustain the mentoring relationship. Learning takes time and time is money. Release time for teachers to learn and work together is the major cost of mentoring programs. Finding resources to support training sessions can also be a challenge.

Summary

Induction and mentoring programs recognize the phases of teaching as a career. While lending support and assistance to beginning teachers, mentoring programs provide a professional development opportunity for experienced teachers. Mentoring requires teachers to open their classroom doors and to share their ideas and materials, to observe and be observed, to experiment and explore with new methods and procedures, and to analyze their curriculum and their practices as they continue to learn about teaching. It calls for mutual help, for giving and receiving as experienced teachers guide and support beginning teachers. It acknowledges that learning to teach is an ongoing and joint effort rather than a solitary exercise.

Recommended Readings

Kilcher, C.A. (1989). Mentoring beginning teachers: A review of theory and practice. Paper prepared for The Learning Consortium, Toronto, Ontario.

Szabo, M.A. (1989). Crucible or cradle: A typology of the working conditions of new teachers. Paper presented at the annual meeting of the American Education Research Association, San Francisco.

Zimpher, N.L., & Reiger, S. (1988). Mentoring teachers: What are the issues? *Theory Into Practice*, 27(3), 175-182.

Louise Stoll

Co-ordinator of Research and Assessment,
Halton Board of Education

Marshall (1988) describes five reasons for the evaluation of staff development programs:

- to provide information to help improve the program
- to provide information for accountability; that is, to justify funding and reflect upon success
- to provide information for further program planning
- to validate research upon which staff development activities are based
- to provide a mentoring role to staff developers who might otherwise become isolated from the people they serve

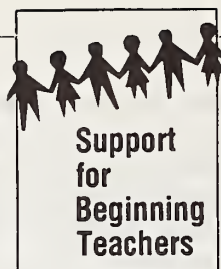
With respect to induction programs, two particular dimensions need to be evaluated. The first is the operation of the program itself; the second is its impact upon participants and the school system. Throughout the program's duration, formative evaluations should be done to see whether activities are carried out as planned, if needs are being met, and if any unforeseen difficulties occur. This will allow the planning team the opportunity to make necessary changes.

At the end of the program, a final evaluation should examine the quality of the program as related to its stated goals and ascertain its impact upon participants and the school organization. Further evaluations may be made some time after the completion of the program to look at longer term effects. (For practical guidelines, the reader is referred to Worthen and Sanders, 1987.)

Partners in the Classroom

The Halton Board serves 44,000 students in 83 schools. From 1988 to 1993, it is anticipated that more than 1,000 teachers will join Halton's staff. The "Partners in the Classroom" induction program was set up in 1988 to meet the needs of first year teachers and to integrate them into the workings and culture of the Halton Board.

The Partners program incorporates systematic training with mentor support in the belief that this will help beginning teachers overcome isolation and provide more effective learning environments for students.



Evaluating Induction Programs

DO THEY WORK?

The specific goals of the program are to:

- provide orientation for new teachers and assist their integration into the professional and social life of their school communities
- provide support to promote new teachers' professional and personal self-esteem
- enhance the acquisition and refinement of knowledge, skills, and attitudes related to effective classroom instruction
- assist teachers in developing a personal philosophy of education
- encourage habits of reflection and self-evaluation of teaching practices
- foster a commitment to ongoing professional growth

In the first year, 76 partnerships were formed of recent graduates from the faculties of education and experienced mentor teachers in their school. This number has since increased to 125 pairs, approximately 75 percent of whom were in elementary schools.

The content of the program incorporates ten large group sessions, to which both partners are invited, with school-based support and coaching between each session. Topics for large group sessions include: practical orientation to resources and requirements of the new teaching role; evaluation and assessment practices; teacher-parent communication skills; instructional strategies; planning; and classroom management techniques.

Evaluation of Partners in the Classroom

Our evaluations consist in self-report questionnaires completed by first year teachers and their mentors midway through the program and at its conclusion. We also hope to do a follow-up interview with graduates of the program later this year. One hundred and nine teachers (44 percent) responded to a final evaluation questionnaire last year. Of these, just over half were first year teachers and the remainder were mentors. The majority (80 percent) taught in elementary schools.

Session Evaluations

Overall, participants found the sessions useful, particularly those that focussed on classroom management. Indeed, almost three-quarters of the new teachers reported that they had subsequently incorporated management techniques into their classroom practice, and 92 percent of the teachers made use of one or more of the techniques used in the sessions. The sequencing of topics was endorsed by almost all of the respondents, and the majority also found session formats and participation activities to be effective. Few people recommended that current topics be deleted from future programs, although minor amendments were suggested. This suggests that, in the main, the teachers' needs had been met. In order, however, to see whether there were important areas that the program had not covered, we looked at participants' suggestions for new topics. First year teachers emphasized the need for practical hands-on examples and also required more assistance dealing with parents.

New Teacher-Mentor Partnership Evaluation

The majority of new teachers reported that their mentors provided them with daily informal support (86 percent), engaged in professional discussions with them (81 percent), provided practical information concerning school organization (81 percent), and helped them to integrate with other staff (70 percent). Fewer, however, reported that their mentor observed them teach (39 percent), and even less (30 percent) noted that they observed their mentor teach.

Having a mentor made a difference to most of these first year teachers. In particu-

lar, their comments focussed on the feeling that they were not alone, that they had developed a friendship, and many talked of the support provided by their mentor. One commented, "It provided me with someone who was always willing to help in any number of situations. I knew she chose to be a mentor and therefore never felt hesitant in asking her anything."

Another noted, "... help with giving suggestions and in making me feel secure that I was doing a good job."

Some first year teachers said that they felt they were able to ask "silly" questions which, otherwise, might have made them feel uncomfortable.

Both first year teachers and mentors commented on the importance to the mentor relationship of the right match. Where this had not occurred, disappointment was expressed by one or both partners. It appears that similar teaching assignments were an important factor in creating a good match.

Impact of Partners in the Classroom

The majority of participants (87 percent) felt that the Partners program was worthwhile. First year teachers noted many benefits accrued from Partners in the Classroom. Many talked of instruction and classroom management techniques not acquired previously at their faculty. The value of meeting others "in the same predicament" was espoused by several: "knowing that you are not alone!"

Some noted that their orientation into school had occurred more quickly as a result of the program. Others focussed on the development of a feeling of belonging, both in their school and the Board. Although only a few first year teachers commented on an increase in confidence, this was one of the major benefits noted by their mentors: "He has a lot more self-confidence now and is a better teacher in many ways."

Mentors also thought their partners had grown through the input of practical advice, and some noted how partners were able to share concerns with them that they might have otherwise kept to themselves. This was reiterated during informal discussions with several principals with first-year teachers in their schools. They commented that, compared with first year teachers who had not participated in the Partners pro-

gram, these first year teachers took more risks and were better able to admit to difficulties.

An important finding of our evaluation was the positive impact of the program on the mentors. The majority viewed the program favourably and were pleased that they had been able to help a young teacher. A number focussed on the mutual growth that had taken place, and on learning from their less experienced partner.

Further benefits they described were a fresh look at teaching, a reminder of "where I need to tighten up" and revitalization: "It is a good way to rekindle the enthusiasm for the profession that veteran teachers share." The reflection afforded to mentor teachers as a result of the program was also described: "I was led to think through and question my approaches." "It helped me review all of the different aspects of teaching. I learned all over again." "A reassessment of my own philosophy and values concerning education."

Conclusion

From the evaluation, Partners in the Classroom appears to be a successful program. Overall, 97 percent of the participants believed that it should be repeated. They offered valuable suggestions for changing aspects of the organized sessions, many of which have already been used by the Part-

ners Planning Committee. The mentor relationship obviously works for the majority, although some urge caution in selection of partners.

From the teachers' responses, it is clear that the program's goals have been met, and that first year teachers have grown as a result of this professional development experience, although further evaluation would be needed to see whether Partners' impact is sustained over time.

What about the impact of this program on student achievement and self-concept? It is difficult to measure any effect that can be specifically attributed to this program. However, as we have based our staff development activities on practices shown in research to be effective, we feel confident that Partners in the Classroom will make a difference. As a graduate of a similar program in England in the 1970s, I can honestly say that it made an enormous difference, and in my mentor I found a friend for life.

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- Worthen, B. R., & Sanders, J. R. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. New York: Longman.

Notes from the Director

I can remember the most terrifying day of my professional life — the first Tuesday of September, 1953 — the day I began teaching at Bathurst Heights Secondary School.

In those days, there were those who thought the first year should be a devastating trial by fire, thus ensuring that only the best would survive. Apparently, the human cost, both of students and potential teachers, was of no significance.

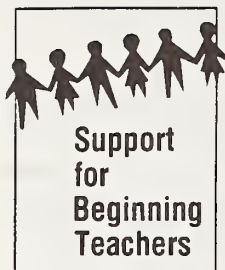
We have come a long way. Now we realize that induction programs should be part of the teacher's continuing education, an experience in which every dynamic teacher should participate and, in collective terms, one of the most effective ways of improving a school or school system.

In his *Rights of Passage*, Andy Hargreaves writes of the "norms of privacy, autonomy and non-interference among

teachers." He finds little communication between schools, especially between secondary schools and the elementary schools which are "feeders." But even more shocking, he has discovered that there is little interaction between teachers in the same school.

As professionals, teachers should be aware of the standards of excellence that are personally expected of them as well as the commitment of energy and mind that teaching demands. But to share, to consult, to mentor, to coach — these are equally important. The "closed door" syndrome of teaching is not a part of our educational culture that deserves further celebration.





From Campus to Classroom

WHAT ROLE FOR FACULTIES OF EDUCATION?

Carol Rolheiser-Bennett

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In collaboration with the Learning Consortium,¹ the Faculty of Education, University of Toronto, instituted an innovative project in the fall of 1990 for 28 first year teachers who had been students in a self-contained section of FEUT's Junior/Intermediate program during 1989/90.

The objectives of the program are to refine and extend the developing skills of these first year teachers, but also to build on the collaborative support network established during their pre-service program. In addition, through ongoing evaluation and research, the program will provide information to assist in the development of both effective pre-service programs and effective support programs for new teachers.

The program combines the following activities:

- informal support from two faculty members
- a series of three workshops throughout the year (two one-day sessions, plus one weekend)
- ongoing communication among the entire group via a computer conferencing network

The program emphasizes the growth of a technical repertoire, enhanced by the constant reflection and critical thinking

necessary for the development of an effective professional.

Rationale

As an educational community, we have become more aware of and concerned about the stress and self-doubt of first year teachers. As well, we have been able to identify many of the issues they struggle to confront, such as overcoming isolation, classroom management and student discipline, and student motivation, to mention just a few. Educators in Ontario, as in other areas, have become increasingly conscious of the need for ongoing support for new teachers entering our profession. The provision of support enhances the new teachers' present experiences, helps to focus the strengths they bring to teaching, and fosters positive professional identity. In addition, the support provides a rich opportunity for professional development for both the new teachers and the experienced educators working with them.

The Teacher Education Continuum

Traditionally, the induction of new teachers would be considered the responsibility of the school or the school district which hired them. However, in light of the recommendations in the *Final Report of the Teacher Education Review Steering Committee* (Ministry of Education, 1988), we are now recognizing the importance of viewing teacher education as a continuum rather than as a series of discrete steps. That

continuum includes pre-service teacher education, through induction, to in-service teacher education. However, "the idea of a continuum can only become a reality if those who are responsible for each distinct part of teacher education join together and share responsibility for the whole" (p. 6). If all phases of the continuum are interdependent, then the induction phase is an area where there is a natural overlap of personnel who can be providing support for new teacher learning. In this light, it seems appropriate to consider university involvement during this introduction.

Building Upon Pre-Service Experiences

Many school boards across Ontario are currently active in developing induction and mentoring programs for beginning teachers. With a few exceptions, most of these programs are locally based; that is, they are developed within the context of a particular district. In attempting to make the teacher education continuum a reality, it is important to attend to an essential ingredient; that is, building "directly upon the teachers' prior experience in pre-service education" (Merseeth, 1990, p. 3).

In attempting to address the pre-service/faculty ingredient, this current project represents an alternative approach; that is, a faculty-based induction program that is coordinated with board-sponsored support. The new teachers involved in the project are united by their common pre-service experience (they were involved in a faculty program option during the 1989/90 school year, initiated and supported by the Learning Consortium) rather than by a common employer (in fact, the students are employed by 12 different school boards). The students were enthusiastic about continuing the collegial interaction and professional growth emphasized in this project, and demonstrated that enthusiasm in a number of ways, including choosing to hold the workshops on Saturdays to avoid missing school!

These new teachers share the supportive professional network established among the group during the previous year. Their pre-service experience emphasized not only the development of a technical repertoire,

but also, just as important, the development of reflective practices, a sense of inquiry, and the valuing of collaboration. The importance of peers in supporting learning was facilitated through peer support strategies, some of which included: (1) base support groups for faculty coursework; (2) school teams of four to six teacher candidates who worked in one Learning Consortium school for two days a week all year (in addition to three practice teaching blocks at other schools); and (3) peer coaching relationships that involved activities such as the design of an instructional unit, accompanied by peer videotaping of lessons and conferencing.

Evaluation data collected during the pre-service year indicated that peers played a significant role in the development of the students' educational and professional beliefs, attitudes, and values, in contrast to the individualistic view of professionalism that students often experience in their pre-service programs (Su, 1990). Therefore, by capitalizing on these strong relationships, we hope to sustain and develop the professional growth of these new teachers in a natural way. University faculty can play an important role in supporting beginning teachers because their "knowledge of the perspectives, philosophies, and conceptual orientations of these [pre-service] programs should have a powerful impact on the form and substance of support offered through induction programs" (Merseeth, 1990, p. 3).

Induction Program Components

As noted, the induction program combines informal support from two faculty members, a series of three workshops throughout the year, and ongoing communication among the entire group via a computer networking system. The informal support includes telephone contact and classroom visits where possible. The focus of the workshops includes the sharing of experiences, celebration of successes, assistance with problem-solving, reflection opportunities, and peer and faculty input on curriculum and instruction issues. The first workshop for instance, held at the end of September, included a lively session on using children's picture books to strengthen

the teachers' understanding of active learning across the curriculum and a session on increasing mathematics interest and skill levels through "Baseball Math."² The other program component, the interactive computer network, links the first-year teachers with their former university-based teacher educators in a way that overcomes geographic, institutional, and time barriers that ordinarily limit opportunities for interaction.

Computer Conferencing

The use of computer conferencing has been shown to be highly effective for fostering teacher learning, for providing collegial support, and for encouraging the integration of theory and practice (Harasim, 1990). A recent study (Merseeth, 1990) demonstrated the strength of computer communication among a group of beginning teachers, who like the ones in this project, had spent the previous year together. Merseeth found that participants developed new perspectives on their work situations, and solved problems in more imaginative ways. In the present project the computer conferencing will foster the professional growth of the beginning teachers by capitalizing on their pre-existing collaborative support network. We view this as one of the greatest advantages of computer conferencing.³

Adding to the Ontario Research Base on Induction

As a range of induction programs are designed in Ontario, it will become increasingly important to document the impact of these programs and disseminate findings. With that view in mind, we are exploring a number of questions. Three examples are as follows: (1) Given the design of the pre-service experience of this group, are their experiences the same of different from other new teachers? (2) What avenues of support have been available to these students or have been initiated by them, and how have they utilized this support? (3) How have collegiality and collaboration influenced their experiences during their first year of teaching? In an interesting collaborative note, these questions are being explored not only with this group of first year teachers,

but also with a group of beginning teachers in North York, where similar questionnaires and interviews are being used to gather information about first year experiences.

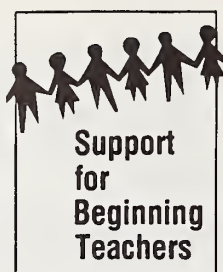
The induction phase is an important bridge between initial training and broader professional growth. We anticipate that the present program will provide educational stakeholders with information to assist in both the development of effective alternatives in both pre-service programs and support programs for new teachers. Information gleaned from the project will help both board and university personnel as they strive to find ways to jointly support first year teachers and their life-long learning.

Notes

1. The Learning Consortium is a school-university partnership of four school boards in the Metropolitan Toronto area (Dufferin-Peel Separate School Board, Durham Board of Education, Halton Board of Education, North York Board of Education), the University of Toronto Faculty of Education, and the Ontario Institute for Studies in Education.
2. Gary Hunt and Don Fraser of the Faculty of Education, University of Toronto, led these two sessions.
3. In our project, computer conferencing is facilitated through a financial contribution from the FEUT Alumni Association.

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Changing the Odds

Judy Clarke

Co-ordinator, Values Education, Scarborough Board of Education

At age ten, Lisa developed two myths about her future. At times, she daydreamed that she was a lawyer determinedly fighting for justice — articulate and passionate. At other times, she pictured herself as a teacher, nurturing students with wisdom and compassion. At 21, with outstanding grades, Lisa had her choice of either profession. “I chose teaching,” she says, “because I have a strong need to collaborate and be co-operative. Law is far too competitive.”

Three years later, she is unsure that teaching is the right choice. “My first year teaching was lonely, confusing, and absolutely exhausting. Then, I spent my whole second year wishing I was a third year teacher so I wouldn’t be such a wobbly second-year teacher. I didn’t dare allow myself wishes about being a lawyer, though my friends heading into law kept telling me that everybody in their law office pitches in and consults together over cases. Did I make the right choice? I don’t know. I love kids, but I hate being so stranded.”

Lisa ended up in a school where “sink or swim” governs the professional growth of the teaching staff. Although everyone pitches in taking teams, leading bands, organizing clubs, and so forth, Lisa ultimately finds teaching a lonely experience. She teaches by herself. She plans and prepares her teaching alone and then struggles alone to solve curricular and management problems. Her colleagues’ practical knowledge, expertise, and experience is denied to her by walls, schedules, specialization, separate responsibilities, and everyone’s immersion in busy demands. Their help is

also restricted by unquestioned norms of “privatism.”

Lisa worries that seeking advice or assistance will be perceived as an admission of failure. On the few occasions when she has reached out for help, the assistance she receives contradicts what she has learned at

My first year teaching was lonely, confusing, and absolutely exhausting.

the Faculty and does not support the learning objectives she is addressing. Consequently, she has waded through triumph and disaster, learning by trial and error. Her triumphs are mostly private, and she soon learns not to speak of them. Her errors, when public, such as during a school assembly or in the classroom halls, provide her peers with an occasional source of amusement or cause for well-meaning, but patronizing, advice.

Luck of the Draw

According to the experiences of many teachers, Lisa’s introduction into teaching is not unique. The odds are weighted heavily towards new teachers ending up lonely. Many of us have entered into a “sink or swim” environment. We’ve survived. We’ve come to sanction and protect our privilege of self-directed and autonomous practice. The norm of autonomy seems unremarkable, immutable, and desirable. In a while, Lisa won’t notice her loneliness; she may even embrace it.

However, new perspectives from organization development and staff develop-

ment are challenging the necessity of our contextual isolation as teachers and our ways of “educating” teachers. We are developing new understandings about how teachers learn. We are starting to see the teacher, whether novice or experienced, as a self-directed and self-motivated problem-solver. The autonomy of teachers is respected — their ability to define what they want to learn and how — but this professionalism is now seen as needing to be situated within a context of peer support and collaboration.

The following examples illustrate the ways in which teachers and principals in the Scarborough Board of Education are inviting new teachers to feel supported, to feel a sense of efficacy, and to feel in charge of their own learning.

Inviting teachers to feel supported:

PARTNERS

One secondary principal invites new teachers, and teachers new to the school, to a lunch meeting in early autumn. The purpose of the lunch is to welcome the new teachers and allow them to get to know one another. The principal invites the new teachers to seek a person on staff who they find helpful and supportive. He asks them to return to a second lunch meeting with their partner, in two months. At this second meeting, the new teachers are encouraged to discuss their perceptions of the school and how they see themselves fitting in. Twice more throughout the first year, the new teachers and their partners meet with the principal to discuss over lunch how the school is meeting their needs and what dreams they have for their work at this school.

NETWORKS

One of our Board areas, comprising 15 schools, has a high number of new teachers annually. This year, the area decided to facilitate a network for first and second year teachers. An invitational after-school social was held at the restaurant of a local sailing club. Seventy-five per cent of the first and second year teachers in the area attended. The teachers socialized and met in groups by level — primary, junior, intermediate, and senior to discuss the kinds of activities which the teachers would find helpful. The response to this social was very positive. A survey, developed from their ideas, is now being sent to all first and second year teachers to guide the direction and content of workshop and networking activities for the year.

Inviting new teachers to develop feelings of competency:

FOCUSSED ASSISTANCE

This past year, the principal of one large inner-city elementary school released the new teachers for a full day before report-card writing time. The new teachers were invited to work with a highly experienced, caring teacher who helped them to write report cards. Each teacher brought documentation for four students — a student performing below level, a student with average performance, a student with above average performance, and a student with emotional/social difficulties. This was repeated for each reporting period.

Other schools have provided similar

support by freeing teachers to work with experienced teachers to plan Open Houses and to learn parent-interviewing skills.

INFORMAL CONSULTATION

In some elementary schools, territorial claims of "this is MY classroom" now sound hollow and selfish. New teachers are given classroom spaces wherever they will be close to experienced, caring teachers who will act as role models and resource people.

Inviting new teachers to feel in charge of their own learning:

MENTORING

In many places, teachers and principals are helping new teachers find mentoring relationships. For example, one first-year French Second Language (FSL) teacher (who teaches mornings in one school and afternoons in another) was offered the chance of meeting with an experienced FSL teacher at an area Senior Public School, once a week, from 3:00 pm to 4:00 pm. The new teacher asked the mentor teacher for assistance with classroom management strategies and approaches to involve students more actively in lessons. The mentor also helped by suggesting other classrooms for the new teacher to visit, helping her to examine a variety of perspectives.

In one secondary school, the administrative team, including all the department heads, invites the teachers new to the school to a meeting early in the first semester to explore the possibility of mentor partner-

ships. The administrative team and department heads begin the meeting by explaining their own personal focus for professional growth. The principal provides anecdotes of mentoring relationships currently thriving on staff and encourages discussion. The new teachers are invited to consider finding a partner and selecting a focus for their professional growth. Twice more throughout the school year, the new teachers meet with the administrative team to discuss professional growth.

These examples illustrate ways in which staff in Scarborough schools are encouraging new teachers to develop feelings of acceptance, of growing efficacy, and internal locus of control in their professional development. Following are four principles which we believe underlie collaboration that best nurtures teachers as learners:

- involvement in collaboration is voluntary and self-directed
- the focus for collaboration is decided by the new teacher (based on individual needs, priorities, etc.)
- school leaders advocate, encourage, and organize opportunities for collaboration but do not impose it
- collaboration can take many different forms which evolve out of teachers' purposes

In Scarborough, we are working to increase the odds of teachers finding colleagues who are interested in their thinking, their questions, their personal vision of teaching, their professional growth, and their unique contribution to education.

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